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AUTHOR Coles, H. William, III
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ABSTRACT

A random sample of 716 seniors at the State University of New York at Buffalo (SUNY/B) expecting to graduate in June 1974 were sent a questionnaire concerning their college experiences, perceptions, and future plans. The sample was composed of nearly equivalent numbers of men and women. Statistical comparisons were made, where appropriate, between men's and women's responses. Thirty-eight percent of those sampled responded listing areas of concern that had given them the most difficulty during college; they indicated the importance of goals of personal, social, intellectual, or professional development during college. The seniors ranked the functions of SUNY/B and expressed their concern for the discrepancies between ideal and actual importance of experiences. Among the other areas surveyed are the students' educational plans comparing initial and current degree plans, choice of major, and plans for future formal education; career choice and job expectations; and anticipated life styles. (Author/JMF)

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1974 SENIOR SURVEY

H. William Coles III

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The former SUNY/B students, whose response to a lengthy and demanding questionnaire made this report possible.

FOREWORD

Student Testing and Research, of the Division of Student Affairs and Services, State University of New York at Buffalo (SUNY/B), conducts research to examine characteristics of SUNY/B students and to evaluate the impact which SUNY/B has on the personal, social, intellectual, and professional development of its students.[1] The primary source of such information is, of course, students, and seniors in particular are in a unique position to assess their undergraduate experiences. Having been exposed to and having experienced the broad spectrum of activities and events collectively referred to as the college experience, seniors are in a position to report their perceptions of nearly four years of college, indicating their decisions, concerns, and goals, and the manner in which they have changed. As they prepare to terminate their undergraduate experience and embark upon a new phase of life, they are able to relate their plans and aspirations and to evaluate the various functions of the university.

The present report is the fifth in the Senior Survey series, which was initiated in 1969.

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[1] A list of reports of this research, with a brief description of their contents, is available upon request from Student Testing and Research, 316 Harriman Library, State University of New York at Buffalo, Buffalo, New York 14214.

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CHAPTER I

PROCEDURE

The population of interest was the group of 2072 State University of New York at Buffalo (SUNY/B) students who indicated on their January registration materials (1-15-74) that they expected to receive a baccalaureate in May, 1974. Distribution of the population by sex and Faculty[1] is presented in Table 1.1.

SAMPLING

A Selected Sample of seven hundred and sixteen students were randomly selected from the population[2] for inclusion in the study and were mailed questionnaires in mid-April, 1974. Follow-up cards urging completion and return of the questionnaires were mailed one and three weeks subsequent to the mailing of the questionnaires.

Chi-square test shows that the distribution by Faculty and sex of seven hundred and twelve of the students in the Selected Sample[3] did not differ significantly from the Faculty-sex distribution of the population from which it was drawn, $\underline{X}^2$ (6) = 12.74, $\underline{p} > .01$ (Table 1.1).

SAMPLE

Two hundred and sixty-eight students (13 percent of the population and 38 percent of the Selected Sample) returned usable questionnaires and consti-

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[1] The Faculties are the seven undergraduate academic divisions at SUNY/B.

[2] Random selection was produced by the generation of pseudo-random binary integers by a congruence method. Univac Math-Pack Program Abstracts, UP-4051 Rev. 2, Page 14.1.

[3] Four students terminated enrollment prior to graduation.

Table 1.1 Population and Selected Sample: By Faculty and Sex

FACULTY[a]	Population						Selected Sample					
	Men		Women		Total		Men		Women		Total	
	N	%[b]	N	%[b]	N	%[b]	N	%[c]	N	%[c]	N	%[c]
Arts and Letters	126	6	176	8	302	15	47	37	58	33	105	35
Educational Studies	8	<1	54	3	62	3	4	50	16	30	20	32
Engineering and Applied Sciences	167	8	3	<1	170	8	50	30	1	33	51	30
Health Sciences	107	5	229	11	336	16	33	31	90	39	123	37
Natural Sciences and Mathematics	195	9	53	3	248	12	60	31	24	45	84	34
Social Sciences and Administration	414	20	313	15	727	35	139	34	100	32	239	33
School of Management	171	8	29	1	200	10	68	40	13	45	81	41
Special Major	17	1	10	<1	27	1	4	24	5	50	9	33
TOTAL	1205	58	867	42	2072	100	405	34	307	35	712	34

[a] Faculty-sex distributions of the population and Selected Sample were compared by chi-square analysis. Students having double or joint majors that are not in the same Faculty are classisfied in the Faculty of their preferred major.

[b] This percent is the ratio of the number in each Faculty-sex cell to total population, e.g. men in Arts and Letters constitute 6 percent (126/2072) of the population.

[c] This percent is the ratio of the number in each Faculty-sex cell in the Selected Sample to the number in the corresponding cell in the population e.g. 37 percent (47/126) of the men in Arts and Letters were sampled.

tute the sample upon which this study is based (Table 1.2). The sample appears representative of the Faculty distribution of both the population and the Selected Sample. In six of the seven Faculties, between 28 and 43 percent of those mailed a questionnaire (the Selected Sample) returned them, representing 10 to 15 percent of the graduating seniors in those Faculties.

The Faculty of Educational Studies is over-represented in the sample. Seventy-five percent of the students in that Faculty in the Selected Sample (24 percent of the seniors having a major in that Faculty) returned questionnaires. Although constituting a larger proportion of their Faculty than students in other Faculties, the students in Educational Studies constituted such a small proportion of the sample (less than 6 percent) that it is unlikely that they bias the results of this study.

A slight sex bias was apparent in the sample (136 men and 132 women). A higher percentage of women than men returned questionnaires (43 and 34 percent, representing 15 and 11 percent of the population, respectively.

THE QUESTIONNAIRE

The 1974 Senior Survey consists of 11 pages of multiple choice questions. Topics covered by the 345 items include: experiences and problems encountered during college, assessment of courses, faculty, functions, plans, expectations, and life styles.

DATA ANALYSIS

In the first three reports of the Senior Survey series, graduating seniors who matriculated as freshmen at SUNY/B four years prior to their graduation were called Continuers. In 1969, Continuers were compared with a group consisting of (a) 1969 seniors who transferred into SUNY/B, (b) 1969 seniors who entered SUNY/B prior to 1965, and (c) 1965 SUNY/B freshmen who were not 1969 SUNY/B seniors. In 1970 and 1971, Continuers were compared with other graduating seniors, who had either transferred into SUNY/B or who

Table 1.2 Sample: By Faculty and Sex

FACULTY	Men			Women			Total		
		% of corresponding Faculty sex cell of:			% of corresponding Faculty sex cell of:			% of corresponding Faculty sex cell of:	
	N	Selected Sample	Population	N	Selected Sample	Population	N	Selected Sample	Population
Arts and Letters	11	23	9	18	31	10	29	28	10
Educational Studies	4	100	50	11	69	20	15	75	24
Engineering and Applied Sciences	18	36	11	1	100	33	19	37	11
Health Sciences	7	21	7	33	37	14	40	33	12
Natural Sciences and Mathematics	22	37	11	14	58	26	36	43	15
Social Sciences and Administration	37	27	9	43	43	14	80	33	11
School of Management	23	34	13	6	46	21	29	36	15
Special Major or Double Major[a]	8	-	-	5	-	-	13	-	-
TOTAL	130	32	11	131	43	15	261[b]	37	13

[a] Double majors are held by students having two majors (double or joint) that are not in the same Faculty. From the information given in the questionnaire, determination of preferred major, and subsequent Faculty classification was not possible; appropriate percentages could not be determined. See Table 1.1, footnote a.

[b] Seven students of the 268 did not indicate their current major.

had been SUNY/B students for more than four years. Due to the lack of significant differences between Continuers and other seniors, the distinction between the two groups was discontinued.

Results of surveys sent to samples of 1972 and 1973 senior classes were reported together. Comparisons were made between men's and women's responses and between 1972 and 1973 seniors' responses.

Responses to each item of the 1974 Senior Survey were examined to determine whether men's and women's responses differed significantly from each other at .05 level. Chi-square statistics were calculated for items with categorical responses (where expected cell frequency was greater than 5), and *t* tests were employed with items answered on a continuum. The method of analysis and the statistically significant differences are reported in the tables and, where appropriate, in the text. If neither chi-square analysis nor *t* test is mentioned, no statistical analysis was performed.

The item response rate on the 1974 Senior Survey was very high; on the average, at least 97 percent of the sample responded to each question, unless otherwise stated.

PRESENTATION OF DATA

This report is based on the analyses of usable responses to the 1974 Senior Survey. The terms "respondents," "seniors," "students," and "sample" are used interchangeably and, unless otherwise indicated, refer to those 268 seniors who returned usable questionnaires.

Tables are included to provide information additional to that in the text; data are presented in the tables in one of three ways: frequencies, percentages, or means and standard deviations.

In tables with mutually exclusive entries, some columns of percents may not add to 100 due to non-response and/or rounding error. The method of comparison employed (if any) and significant differences are reported in the tables. In the text, differences are termed "significant" when determined so by statistical tests. Where differences appear, but are not statistically determined, they are termed "notable" or "noticeable."

The following symbols and abbreviations are used in the tables:

Mn	Men
Wn	Women
T	Total
M	Mean
SD	Standard Deviation
N	Number of cases
%	Percent
†	Men and women differed significantly

In many sections of the questionnaire, students were instructed to use a designated response scale in responding to each of a list of related statements or expressions. When the information from these sections is reported in the study, the response options available to the students are noted in script; the statements or phrases to which the students responded are noted by capitalization of the first letter in the first word of the statement.

Proportions, such as one-third or three-quarters, are used for simplicity and convenience. They are sometimes approximations, but are always within two percent of the actual percents listed in the tables.

CHAPTER II

REGISTRATION, SEX, AGE, AND MARITAL STATUS

STUDENT REGISTRATION, CLASSIFICATION

Fewer than half (46 percent) of the seniors in the sample first registered at SUNY/B in September 1970, four years prior to their expected graduation (Figure 2.1).[1] Fifteen percent of them registered more than four years before their expected graduation, including 4 percent who registered more than six years prior to attaining a baccalaureate. Thirty-nine percent, mostly transfer students, had attended SUNY/B for fewer than four years at the time they completed the Survey.

Men and women differed significantly relative to their student classification at the time of first registration at SUNY/B. Proportionally more women than men entered as freshmen through University College[2] (58 percent vs. 52 percent) and Millard Fillmore College[3] (11 percent vs. 5 percent). Men were more likely to have transferred into SUNY/B from another institution (43 percent vs. 31 percent). Therefore, the women generally had spent more time at SUNY/B than had the men.

All seniors in this sample indicated at the time of their last registration, January 1974, that they expected to graduate in June of that year. In the questionnaire, however, only eighty-six percent of the sample reported that they would be graduating at the previously expected time. Nine percent indicated they would complete their baccalaureate in the summer of 1974; most of the remaining seniors (5 percent) expected to graduate in January of 1975.

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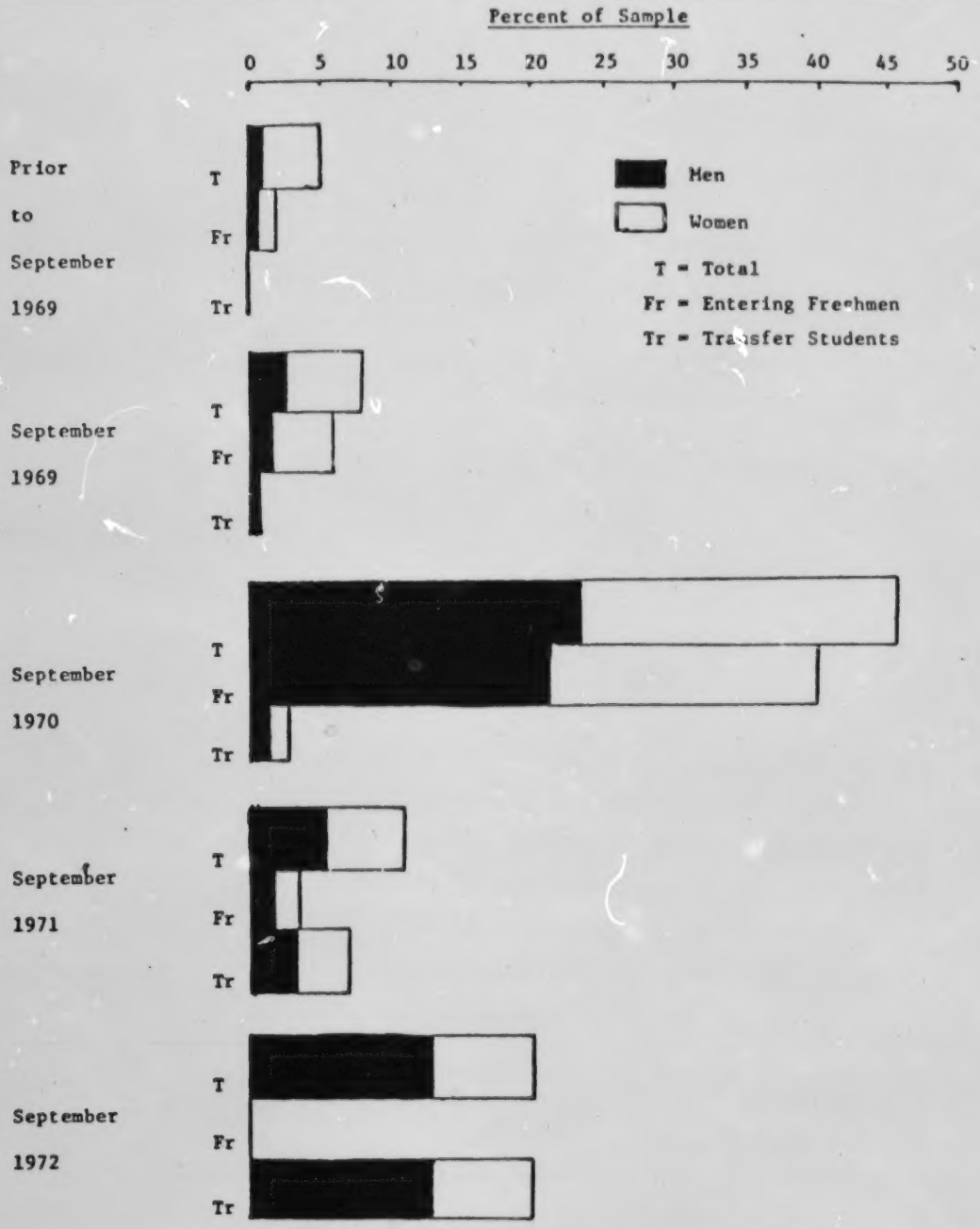
[1] Comprehensive registration data are presented in Appendix: Table A.1.

[2] The baccalaureate degree-granting body of the University, now entitled the Division of Undergraduate Education.

[3] Millard Fillmore College - Office for Credit Programs, Division of Continuing Education is the adult evening and continuing education college.

Figure 2.1 Student Classification at Time of First Registration at SUNY/B[1]



[1]Students entering Millard Fillmore College as Freshmen represented only 8 percent of the sample and are not represented separately. Comprehensive data are presented in the Appendix: Table A.1.

SEMESTERS - FULL-TIME AND PART-TIME

Respondents reported the number of semesters of full-time attendance[4] at SUNY/B (including the current semester and excluding summers). About half (47 percent) had attended SUNY/B for eight semesters, 12 percent for six semesters and 21 percent for four semesters. Six percent had attended for fewer than four semesters and an additional 7 percent had attended for more than eight semesters.

Only 12 percent of these seniors had been enrolled as part-time students at any time during their SUNY/B experience. Five percent did so for one semester, and 4 percent did so for two semesters. The remainder had been part-time students for three to fourteen semesters.

SUMMERS

Significantly more women than men had enrolled in summer courses, which is not surprising, considering the fact that the women generally had spent more time at SUNY/B than men. Over half (56 percent) of the women had attended at least one summer session at SUNY/B, while only slightly over a third (36 percent) of the men had done so. For the women 25 percent, 17 percent, and 11 percent attended one, two, or three summers, respectively. The corresponding percentages for men were: 19 percent, 10 percent, and 6 percent. Three percent of the women had attended four summers and 1 percent of the men attended six summers.

SEX, AGE, MARITAL STATUS

The sample is composed of about equal numbers of men and women (51 and 49 percent, respectively). Eighty percent were between 20 and 22 years old when they completed the questionnaire; 12 percent were between 23 and 25; 4 percent were between 26 and 30; and 4 percent were over 30.

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[4] Full-time attendance was defined as enrollment for 12 or more credit hours for the entire semester, including incomplete courses and excluding resignations from courses.

The majority of these students had not been married and were not engaged (Table 2.1). Proportionally more women than men were married. Twelve percent of the men, and, surprisingly, 25 percent of the women were married. The percentage of men and women currently engaged was about the same (15 and 14 percent, respectively). Fewer than one percent stated that they were either separated, divorced, or remarried.

Table 2.1 Marital Status

MARITAL STATUS	Men		Women		Total	
	N	%	N	%	N	%
Single (never married/not engaged)	96	71	79	60	175	65
Married	16	12	33	25	49	18
Engaged	21	15	19	14	40	15
Divorced	1	1	1	1	2	1
Separated	1	1	0	0	1	<1
Remarried	1	1	0	0	1	<1
TOTAL	136	100	132	100	268	100

CHAPTER III

STUDENT CONCERNS AND GOALS

Students were asked a number of questions about their concerns and their goals. They indicated the particular areas that had given them difficulty during college and those that currently concerned them. The importance of various goals, both during college and currently, was specified, and the degree to which each had been fulfilled during college was noted. The experiences that contributed to the fulfillment of the goals, and the specific contribution of college courses were also specified.

CONCERNS - PAST AND PRESENT

Seniors indicated the degree to which each of fourteen areas of possible difficulty had been of concern to them, both during their college experience, and in the last semester of their senior year (Tables 3.1 and 3.2). Degree of concern was noted on a five-point scale, ranging from *no concern* to *extremely great concern*.

Concerns During College

Men and women differed in the areas they reported as having given them the most difficulty during college. Choices of vocation and major; Understanding others' feelings, behavior, and values; and Intellectual ability concerned men the most. While women were equally concerned with these problems, they were more concerned with Self-understanding, knowledge of strengths, weaknesses, and interests, and the Development and maintenance of interpersonal relationships. Women also expressed more concern than men with the Development of personal standards and values, and with Parental home life.

Although some areas were of *extremely great concern* during college to particular individuals, and some were of *no concern*, all but two of the fourteen areas were indicated to be of *moderate* to *considerable concern* to the

Table 3.1 Areas of Concern During College

AREA	Men M	Men SD	Women M	Women SD	Total M	Total SD
Choice of vocation					3.76	1.21
†Self-understanding, knowledge of strengths, weaknesses, and interests	3.52	.99	3.92	1.06	3.72	1.05
†Development and maintenance of interpersonal relationships	3.58	.94	3.85	1.12	3.71	1.04
Choice of major					3.69	1.19
Understanding others' feelings, behavior, and values					3.67	1.01
Intellectual ability					3.64	1.13
Self-acceptance					3.54	1.21
†Development of personal standards and values	3.30	1.14	3.69	1.26	3.49	1.22
Self-discipline					3.39	1.14
Study habits					3.32	1.11
Finances					3.24	1.19
†Parental home life, relationship with parent(s)	2.99	1.18	3.40	1.35	3.19	1.28
Religious beliefs					2.46	1.28
†Military obligation	2.49	1.50	1.10	.56	1.85	1.35

Note. Response scale: 1 = no concern; 2 = slight concern; 3 = moderate concern; 4 = considerable concern; 5 = extremely great concern. Statistical differences between the mean responses of men and women were analyzed by *t* tests.

†Men and women differed significantly.

seniors as a group. Religious beliefs were of *slight* to *moderate concern* to men and women. Military obligations were of similar concern to men, but were, not surprisingly, of practically *no concern* to women. The latter was the only area that was of greater concern to men than women.

Current Concerns

Most of the fourteen areas were still of *moderate* to *considerable concern* to the seniors as a group in the last semester of their senior year. Men and women continued to differ in the areas they indicated as giving them the most difficulty. Finances were currently of greatest concern to women, while Vocational choice still concerned men the most. Development and maintenance of interpersonal relationships, Understanding of others' feelings, behavior, and values, and Self-understanding, knowledge of strengths, weaknesses, and interests were of *considerable concern* to both men and women. Military obligations were of very little concern to either men or women, and Religious beliefs remained of little more than *slight concern*. It is interesting that Choice of major should still be considered a concern in the last semester of the senior year; perhaps it was of concern to those students going to graduate school. Plans for additional schooling may also account for Study habits still being of *moderate concern*, particularly to men.

Comparison of Concerns - During College and Currently

For most of the areas, the degree of concern expressed throughout the college experience differed significantly from that felt in the last semester of the senior year. Difficulties seemed somewhat more resolved in areas directly connected with the college experience such as Choice of major and Study habits. Students also expressed less concern with Self-acceptance, Intellectual ability, Religious beliefs, and Military obligations. Concern had increased in several other areas: students were currently more concerned with Understanding others' feelings, behavior, and values; Finances; and Self-discipline than they had been during college.

Several notable trends were also apparent. Men increased while women decreased in their concern with various aspects of their personal and interpersonal development: Development and maintenance of interpersonal relationships; Self-understanding, knowledge of strengths, weaknesses, and interests; Vocational choice; and the Development of personal standards and values.

Table 3.2 Current Areas of Concern

AREA	Men M	Men SD	Women M	Women SD	Total M	Total SD
Development and maintenance of interpersonal relationships					3.79	1.11
Understanding others' feelings, behavior, and values					3.79	1.01
Self-understanding, knowledge of strengths, weaknesses, and interests					3.75	1.17
†Finances	3.58	1.16	3.88	1.13	3.73	1.16
†Choice of vocation	3.82	1.34	3.44	1.55	3.63	1.46
Self-discipline					3.51	1.25
Development of personal standards and values					3.47	1.26
Self-acceptance					3.38	1.32
Intellectual ability					3.34	1.29
Parental home life, relationship with parent(s)					3.02	1.30
†Study habits	3.18	1.22	2.77	1.24	2.98	1.25
Choice of major					2.83	1.50
Religious beliefs					2.32	1.28
†Military obligation	1.37	.81	1.02	.20	1.21	.63

Note. Response scale: 1 = no concern; 2 = slight concern; 3 = moderate concern; 4 = considerable concern; 5 = extremely great concern. Statistical differences between the mean responses of men and women were analyzed by *t* tests.

†Men and women differed significantly.

Women were also less concerned currently with their Parental home life, relationships with parent(s) than they had been previously, whereas men's concerns remained about the same.

GOALS - PAST AND PRESENT

Students responded to a list of ten goals of personal, social, intellectual, and professional development in terms of: (a) how important each had been during their college experience; (b) the degree to which each had been fulfilled during their college experience; and (c) how important each was to them as they prepared to terminate their undergraduate experience and embark upon a new phase of life. Their responses to these questions were on a five-point scale, which ranged from *It was of no importance* to *It was of extremely high importance* for (a) and (c), and from *not at all* to *totally* for (b).

Respondents also reported which college experiences, from a list of eight, had made the greatest contribution to the fulfillment of each of the ten goals. Space was provided for "other" experiences to be listed.

Importance of Goals During College

During college men and women differed in the importance they attributed to most of the goals (Table 3.3). Rank order of importance also differed. Three of the goals were of equal importance to men and women; the remainder were all significantly more important to women.

The five goals most important to men during college were:

Development of critical thinking and problem-solving skills
Increased openness to ideas and experiences
Career preparation
Self-understanding, knowledge of strengths, weaknesses, and interests
Increased openness and skill in interpersonal relationships.

The most important goal to men, Development of critical thinking and problem-solving skills, was of equal importance to women, but ranked seventh in importance to them. The seven goals indicated by women to be of *high to extremely high importance* were:

Table 3.3 Importance of Goals During College

GOAL	Men		Women		Total	
	M	SD	M	SD	M	SD
†Increased openness to ideas and experiences	4.08	.81	4.38	.77	4.23	.80
†Career preparation	4.05	.96	4.28	.89	4.17	.94
†Self-understanding, knowledge of strengths, weaknesses, and interests	4.04	.93	4.29	.96	4.16	.95
Development of critical thinking and problem-solving skills					4.12	.84
†Increased knowledge of humanities, social sciences, and natural sciences	3.95	.93	4.23	.81	4.09	.88
†Increased understanding of others' feelings, behavior, and values	3.91	.90	4.19	.86	4.05	.89
Increased openness/skill in interpersonal relationships					3.99	.98
†Development and understanding of personal standards and values	3.73	1.08	4.22	.85	3.97	1.00
Increased ability to handle responsibility					3.93	1.03
†Increased understanding of responsibilities of marriage and family life	2.39	1.26	2.89	1.22	2.64	1.27

Note. Response scale: 1 = no importance; 2 = low importance; 3 = medium importance; 4 = high importance; 5 = extremely high importance. Statistical differences between the mean responses of men and women were analyzed by *t* tests.

†Men and women differed significantly.

Increased openness to ideas and experiences
Self-understanding, knowledge of strengths, weaknesses, and interests
Career preparation
Increased knowledge of humanities, social sciences, and natural sciences
Development and understanding of personal standards and values
Increased understanding of others' feelings, behavior, and values
Development of critical thinking and problem-solving skills.

The goal of least importance during college was Increased understanding of responsibilities of marriage and family life. Although it was of significantly more importance to women than men, it was only of *low* to *medium importance* to both sexes.

Fulfillment of Goals During College

The nine out of ten goals indicated to be of *medium* to *extremely high importance* to the seniors as a group were all *moderately* to *considerably* fulfilled during their college experience (Table 3.4). Increased openness to ideas and experiences, the goal considered most important by women and second most important by men, was fulfilled to a greater degree than the other goals listed. The most important goal to men during their college experience and seventh most important to women, Development of critical thinking and problem-solving skills, was ranked sixth in degree of fulfillment by both sexes. Increased understanding of responsibilities of marriage and family life, considered least important of the ten goals, and rated of less than *medium importance* during college, was fulfilled for both men and women to a less than *moderate* degree.

In only one case did men and women differ significantly in the degree to which they considered a goal to have been fulfilled. Increased openness and skill in interpersonal relations had been fulfilled to a greater extent for women than men.

Current Importance of Goals

The seniors indicated how important each of the ten previously discussed goals was to them as they were terminating their undergraduate experience and preparing to embark upon a new phase of life. Eight of the ten goals contin-

Table 3.4 Degree of Fulfillment of Goals During College

GOALS	Men		Women		Total	
	M	SD	M	SD	M	SD
Increased openness to ideas and experiences					3.94	.70
Increased knowledge of humanities, social sciences, and natural sciences					3.80	.67
Self-understanding, knowledge of strengths, weaknesses, and interests					3.79	.78
Development and understanding of personal standards and values					3.73	.80
Increased ability to handle responsibility					3.72	.95
Development of critical thinking and problem-solving skills					3.71	.74
Increased understanding of others' feelings, behavior, and values					3.69	.82
Career preparation					3.63	1.06
†Increased openness/skill in interpersonal relationships	3.45	.95	3.68	.88	3.56	.92
Increased understanding of responsibilities of marriage and family life					2.72	1.24

Note. Response scale: 1 = not at all; 2 = slightly; 3 = moderately; 4 = considerably; 5 = totally. Statistical differences between mean responses of men and women were analyzed by *t* tests.

†Men and women differed significantly.

ued to be of *high* to *extremely high importance* to both men and women (Table 3.5).

The goals currently most important to men were the same ones that were most important to them during college, although the order was not the same:

Career preparation
Development of critical thinking and problem-solving skills
Self-understanding, knowledge of strengths, weaknesses, and interests
Increased openness and skill in interpersonal relationships
Increased openness to ideas and experiences.

While women attributed equal importance to the first four goals, they considered Increased openness to ideas and experiences, and Increased ability to handle responsibility, of even greater importance. Women also reported Increased understanding of others' feelings, behavior, and values to be of slightly less importance than Career preparation, which continued to be third in importance to them.

Increased knowledge of humanities, social sciences, and natural sciences, and Increased understanding of the responsibilities of marriage and family life were of *medium* to *high importance*, with the latter still being of significantly more importance to women than men.

Comparison of Goals - During College and Currently

Seven of the ten goals were rated by both men and women as significantly more important currently than during college. Although Increased understanding of responsibilities of marriage and family life was ranked least in importance both during college and currently, this goal increased in importance more than twice as much as any other goal listed. The seven goals listed in order of increased importance for both men and women were:

Increased understanding of responsibilities of marriage and family life
Increased openness and skill in interpersonal relationships
Increased ability to handle responsibility
Development of critical thinking and problem-solving skills
Career preparation
Increased understanding of others' feelings, behavior, and values
Self-understanding, knowledge of strengths, weaknesses, and interests.

Table 3.5 Current Importance of Goals

GOAL	Men M	Men SD	Women M	Women SD	Total M	Total SD
Career preparation					4.37	.91
Development of critical thinking and problem-solving skills					4.33	.77
Self-understanding, knowledge of strengths, weaknesses, and interests					4.31	.87
Increased openness/skill in interpersonal relationships					4.30	.87
†Increased openness to ideas and experiences	4.20	.77	4.38	.73	4.29	.76
†Increased ability to handle responsibility	4.10	1.01	4.38	.93	4.24	.98
†Increased understanding of others' feelings, behavior, and values	4.08	.88	4.35	.83	4.21	.87
Development and understanding of personal standards and values					4.11	.89
Increased knowledge of humanities, social sciences, and natural sciences					3.88	.98
†Increased understanding of responsibilities of marriage and family life	3.20	1.34	3.60	1.28	3.40	1.32

Note. Response scale: 1 = no importance; 2 = low importance; 3 = medium importance; 4 = high importance; 5 = extremely high importance. Statistical differences between the mean responses of men and women were analyzed by *t* tests.

†Men and women differed significantly.

Men and women differed in changes of importance indicated for the remaining three goals. Development and understanding of personal standards and values was of significantly more current importance to men than during college. There was also a noticeable increase in the importance men attributed to Increased openness to ideas and experiences. Knowledge of humanities, social sciences, and natural sciences decreased significantly in importance as a goal for women.

GOALS AND CONCERNS

Attempts by these seniors to deal with their concerns during college and upon graduation are reflected in the nature of their goals.

Concerns and Goals During College

The areas of most concern to men during college were Choice of vocation and major; Understanding others' feelings, behavior, and values; and Intellectual ability. Attempts by men to resolve difficulties in these areas are seen in the goals they indicated to be most important during college. The two goals most important to men, Development of critical thinking and problem-solving skills and Increased openness to ideas and experiences, reflect their concern with Intellectual ability; while the third-ranked goal, Career preparation, mirrors men's concern with Major and Vocational choices. On the other hand, Understanding others' feelings, behavior, and values, indicated to be one of the major concerns, was ranked eighth in importance as a goal; whereas Self-understanding, knowledge of strengths, weaknesses, and interests, an area of less concern, was one of the most important goals to men during college.

Women's goals during college also are strongly related to their concerns at that time. Major concerns for women were Self-understanding, knowledge of strengths, weaknesses, and interests; Development and maintenance of interpersonal relationships; and Choice of vocation and major. Their most important goals were Increased openness to ideas and experiences; Self-understanding, knowledge of strengths, weaknesses, and interests; and Career preparation.

Current Concerns and Current Goals

The relative importance of men's current goals indicate that the men were attempting to deal with the areas of their lives that were causing them the most difficulty. In their last semester of their senior year, men were most concerned with Vocational choice, Development and maintenance of interpersonal relationships, Self-understanding, and Understanding others. The goals that were most important to them at this time were Career preparation, Development of critical thinking and problem-solving skills, Self-understanding, and Increased openness and skill in interpersonal relationships. Understanding others, indicated to be one of the major concerns, was relatively less important as a goal, although still considered of high importance.

The major concerns to women as they prepared to graduate were: Finances, Development and maintenance of interpersonal relationships, Self-understanding, and Understanding others. The goals indicated to be of the most importance at that time, Increased openness to ideas and experiences, Increased ability to handle responsibility, Career preparation, and Increased understanding of others, were related to their current concerns.

CONTRIBUTORS TO GOAL FULFILLMENT DURING COLLEGE

The students indicated (in order of importance) up to three experiences from a list of eight, which had contributed the most of the fulfillment of each of the ten goals listed. Experiences that were reported as contributing to the fulfillment of a goal by at least 20 percent of the sample are listed in Table 3.6.

The experiences by far most frequently reported to be important contributors were Friendships and Meeting people with diverse interests, values, and backgrounds. Courses and other academic experiences; Informal, impromptu discussions; and Intimate relationship(s) were mentioned frequently.

Meeting people with diverse interests, values, and backgrounds, and Friendships contributed the most to Increased openness to ideas and experiences. These two experiences and Intimate Relationship(s) were the most important contributors to:

Table 3.6 Importance of Various Experiences Contributing to the Fulfillment of Goals During College[a]

GOALS[b] AND CONTRIBUTIONS	First Most Important %	Second Most Important %	Third Most Important %	Total %
Increased openness to ideas and experiences				
Meeting people with diverse interests, values, and backgrounds	42	19	10	71
Friendships	12	24	15	51
Informal, impromptu, discussions	5	16	15	36
Atmosphere of a university	11	11	14	36
Courses and other academic experiences	8	7	7	22
Personal reading	9	6	6	21
Career preparation				
Courses and other academic experiences	55	11	8	74
Personal reading	11	22	11	44
Meeting people with diverse interests, values, and backgrounds	8	15	13	36
Informal, impromptu, discussion	5	12	11	28
Friendships	5	8	7	20
Self-understanding, knowledge of strengths, weaknesses, and interests				
Friendships	24	26	14	64
Intimate relationship(s)	19	12	9	40
Meeting people with diverse interests, values, and backgrounds	10	13	13	36
Courses and other academic experiences	16	6	9	31
Living away from parents	11	6	7	24
Informal, impromptu, discussions	2	9	12	23
Development of critical thinking and problem-solving skills				
Courses and other academic experiences	58	15	6	79
Personal reading	11	25	10	46
Informal, impromptu, discussions	10	12	14	36
Meeting people with diverse interests, values, and backgrounds	4	13	10	27
Atmosphere of the university	3	6	11	20
Increased knowledge of the humanities, social sciences, and natural sciences				
Courses and other academic experiences	58	20	6	84
Personal reading	23	33	11	67
Informal, impromptu, discussions	3	14	20	37
Meeting people with diverse interests, values, and backgrounds	7	10	18	35

Table 3.6 (Cont'd.) Importance of Various Experiences Contributing to the Fulfillment of Goals During College[a]

GOALS AND CONTRIBUTIONS	First Most Important % [c]	Second Most Important % [c]	Third Most Important % [c]	Total %
Increased understanding of others' feelings, behavior, values				
Friendships	28	36	10	74
Meeting people with diverse interests, values, and backgrounds	26	22	19	67
Intimate relationship(s)	24	12	10	46
Informal, impromptu, discussion	4	10	14	28
Increased openness/skill in interpersonal relationships				
Friendships	26	37	10	73
Meeting people with diverse interests, values, and backgrounds	20	17	18	55
Intimate relationship(s)	25	10	8	43
Informal, impromptu, discussions	6	10	14	30
Development and understanding of personal standards and values				
Friendships	21	31	16	68
Meeting people with diverse interests, values, and backgrounds	19	12	13	44
Intimate relationship(s)	22	10	8	40
Living away from parents	11	7	8	26
Informal, impromptu, discussions	3	9	11	23
Increased ability to handle responsibilities				
Living away from parents	33	6	3	42
Courses and other academic experiences	17	8	9	34
Friendships	7	16	9	32
Intimate relationship(s)	9	9	8	26
Atmosphere of a university	5	15	5	25
Meeting people with diverse interests, values, and backgrounds	8	10	7	25
Increased understanding of responsibilities of marriage and family life				
Intimate relationship(s)	42	6	5	53
Friendships	12	23	9	44
Meeting people with diverse interests, values, and backgrounds	6	8	13	27
Informal, impromptu, discussion	5	11	7	23

[a] More comprehensive data are presented in the Appendix: Table A.2.

[b] Goals are listed in decreasing order of importance.

[c] The percent indicates the percent of the sample that indicated that the particular contributor was the first most important, second most important, or third most important contributor to fulfillment of the goal.

Self-understanding, knowledge of strengths, weaknesses, and interests

Increased understanding of others' feelings, behavior, and values

Increased openness and skill in interpersonal relationships

Development and understanding of personal standards and values.

Courses and other academic experiences and Personal reading contributed most to:

Career preparation

Development of critical thinking and problem-solving skills

Increased knowledge of the humanities, social sciences, and natural sciences.

Living away from parents was reported to be the most important contributor to Increased ability to handle responsibility, while Intimate relationships and Friendships contributed the most to Increased understanding of the responsibilities of marriage and family life.

COURSES

Courses traditionally constitute a major portion of students' interaction with the university. In order to understand better the effect of college courses on fulfilling students' goals, the seniors were asked specifically how beneficial their courses had been in contributing to the fulfillment of the ten goals listed (Table 3.7). Responses were made on a five-point scale, which ranged from *Courses were of no benefit* to *Courses were of the utmost benefit.*

Not surprisingly, college courses were indicated to contribute to the fulfillment of the same goals contributed to by Courses and other academic experiences (discussion in the previous section). Courses were of *medium* to *high benefit* to:

Increased knowledge of humanities, social sciences, and natural sciences

Development of critical thinking and problem-solving skills

Career preparation

Increased openness to ideas and experiences

Self-understanding, knowledge of strengths, weaknesses, and interests.

Table 3.7 Benefit of Courses in Fulfillment of Goals

GOALS	Men M	Men SD	Women M	Women SD	Total M	Total SD
Increased knowledge of humanities, social sciences, and natural sciences					3.96	.86
Development of critical thinking and problem-solving skills					3.83	.89
Career preparation					3.65	1.18
Increased openness to ideas and experiences					3.43	.98
Self-understanding, knowledge of strengths, weaknesses, and interests					3.04	.95
Increased ability to handle responsibilities					2.94	1.11
Development and understanding of personal standards and values					2.77	.92
†Increased understanding of others' feelings, behavior, and values	2.55	1.03	2.93	1.05	2.75	1.06
†Increased openness/skill in interpersonal relationships	2.56	1.05	2.91	1.03	2.74	1.06
Increased understanding of responsibilities of marriage and family life					1.75	.96

Note. Response scale: 1 = no benefit; 2 = low benefit; 3 = medium benefit; 4 = high benefit; 5 = the utmost benefit. Statistical differences between the mean responses of men and women were analyzed by *t* tests.

†Men and women differed significantly.

Seniors viewed their courses as being of little benefit in preparing them for marital and family responsibilities. Courses were of *slight* to *moderate benefit* in Increasing understanding of others' feelings, behavior, and values and Increasing openness and skill in interpersonal relationships, although they were significantly more beneficial to women than to men.

CHAPTER IV

BEHAVIORS OF MAJOR AND NON-MAJOR FACULTY

In order to better understand how students perceive their faculty, the seniors were asked to reflect upon their relationships with faculty members and describe the behaviors characteristic of them. Twenty statements describing specific behaviors were presented to the students: half of them positive and half, negative. Students were asked to indicate how representative each statement was for two groups of their SUNY/B faculty - those they had in their major courses (current major) and those in their non-major courses. Five options were provided, ranging from *true for no faculty* to *true for all faculty*.

MAJOR FACULTY

At least three-quarters of the respondents indicated that all but one of the positive behaviors characterized at least half of their major faculty, while at least sixty percent of these students reported the negative behaviors typified few or none of their major faculty.

Positive Characteristics

Over half the seniors indicated that all but one of the positive behaviors (Consideration of student opinion in determination of class objectives and procedures) were characteristic of *most* or *all* their major faculty (Table 4.1). The positive behaviors that were reported true for the largest proportion of major faculty were that they Know their material well, and Express concern and dedication to their professional area. These two behaviors have been reported by seniors in all Senior Surveys since 1971 to be the most characteristic of their major faculty. A third of the respondents indicated that *all* of their major faculty Knew their material well; an additional 56 percent stated that same characteristic was true for *most* of

Table 4.1 Positive Characteristics of Major and Non-Major Faculty

CHARACTERISTICS		Proportions of Faculty				
		No	A Few	About Half	Most	All
Know their material well	MAJOR	<1[a]	2[a]	6[a]	56[a]	35[a]
	NON-MAJOR	0	2	15	64	14
Express concern and dedication to their professional area	MAJOR	<1	6	12	50	31
	NON-MAJOR	<1	9	26	48	12
Give examinations that cover a fair sample of the course content	MAJOR	1	7	15	60	15
	NON-MAJOR	<1	8	21	56	10
Give out-of-class assignments that are reasonable in length	MAJOR	1	8	18	59	14
	NON-MAJOR	<1	10	23	50	11
Grade fairly	MAJOR	1	8	16	63	10
	NON-MAJOR	1	8	22	55	9
Give students ample opportunity to participate in discussions, ask questions, and express points of view	MAJOR	1	14	20	47	17
	NON-MAJOR	2	17	29	42	5
Are dynamic and enthusiastic about the subjects they teach	MAJOR	<1	13	21	54	11
	NON-MAJOR	<1	10	37	44	4
Communicate their knowledge to students skillfully	MAJOR	0	12	34	49	4
	NON-MAJOR	0	10	44	38	3
Relate material to contemporary life	MAJOR	3	21	23	39	12
	NON-MAJOR	1	19	37	33	5
Consider student opinion in determining class objectives and procedures	MAJOR	9	35	21	30	5
	NON-MAJOR	9	39	38	19	<1

Note. Options: 1 = true for no faculty; 2 = true for a few faculty; 3 = true for about half the faculty; 4 = true for most faculty; 5 = true for all faculty.

[a]The percent of the respondents who indicated that the behavioral characteristic was true for that proportion of their faculty.

their major faculty. Three-tenths of the sample reported that *all* of their major faculty Expressed concern and dedication to their professional area; an additional 50 percent indicated that that characteristic typified *most* of their major faculty.

The seniors also reported that *most* of the faculty handled the mechanics of the class favorably. Three-quarters of the sample stated that *most* or *all* of their major faculty Gave examinations that covered a fair sample of the course content, Gave out-of-class assignments that were reasonable in length, and Graded fairly.

Consideration of student opinion in the determination of class objectives and procedures was indicated to be a characteristic of far fewer major faculty members. A third of the respondents reported this behavior to be true of *most* or *all* of their major faculty, while 44 percent stated this behavior to be true of *a few* or *none* of their major faculty.

It was of interest that while over half the respondents indicated that *most* or *all* of their major faculty Relate material to contemporary life, a quarter of the sample felt that behavior characteristic of *a few* or *none* of their major faculty.

Negative Characteristics

At least 85 percent of the respondents indicated that four of the negative characteristics described *a few* or *none* of their major faculty (Table 4.2):

Discourage students from approaching them
Criticize or embarrass students in the classroom
Give assignments that are irrelevant to the course
Present disorganized, superficial or imprecise treatment of their material.

The negative behaviors reported true for the largest proportion of the major faculty were Treating students impersonally and Making insufficient distinction between major ideas and less important details. These two behaviors were indicated by two-fifths of the respondents to characterize at least half of their major faculty. Impersonal treatment of students has been reported by graduating seniors in all Senior Surveys since 1970 to be the negative behavior most characteristic of both major and non-major faculty.

Table 4.2 Negative Characteristics of Major and Non-Major Faculty

CHARACTERISTICS		Proportions of Faculty				
		No	A Few	About Half	Most	All
Discourage students from approaching them	MAJOR	47[a]	39[a]	8[a]	4[a]	1[a]
	NON-MAJOR	29	45	15	5	1
Criticize or embarrass students in the classroom	MAJOR	33	60	5	2	<1
	NON-MAJOR	29	57	6	3	<1
Give assignments that are irrelevant to the course	MAJOR	35	50	3	9	3
	NON-MAJOR	24	52	10	5	3
Present disorganized, superficial or imprecise treatment of their material	MAJOR	24	61	10	3	1
	NON-MAJOR	10	66	14	5	<1
Avoid contact with students outside the classroom	MAJOR	30	50	11	6	2
	NON-MAJOR	16	47	20	9	2
Require students to buy books that are seldom referred to	MAJOR	31	44	12	10	1
	NON-MAJOR	15	48	22	8	1
Do not seem to care if class material is understood	MAJOR	28	47	15	9	<1
	NON-MAJOR	13	52	24	7	<1
Do not spread the workload evenly over the semester (e.g. try to cover everything at the end)	MAJOR	20	49	13	12	5
	NON-MAJOR	13	46	21	11	3
Make insufficient distinction between major ideas and less important details	MAJOR	10	51	22	14	1
	NON-MAJOR	6	45	29	14	1
Treat student impersonally	MAJOR	16	46	17	19	2
	NON-MAJOR	3	37	28	22	4

Note. Options: 1 = true for no faculty; 2 = true for a few faculty; 3 = true for about half the faculty; 4 = true for most faculty; 5 = true for all faculty.

[a]The percent of the respondents who indicated that the behavioral characteristic was true for that proportion of their faculty.

NON-MAJOR FACULTY

Students probably had the majority of their contact with non-major faculty in large survey classes taken in the first two years of college. The behavior of non-major faculty was viewed as positive, but less so than that of the major faculty; positive statements applied to fewer non-major than major faculty (Table 4.1), while the negative statements applied to more non-major than major faculty (Table 4.2).

Positive Characteristics

As was true for major faculty, the positive statement reported to be true for the greatest proportion of non-major faculty was they they Know their material well. Four-fifths of the sample reported that *all* or *most* of their non-major faculty Knew their material well.

The seniors reported that the majority of their non-major faculty handled the mechanics of the classroom well. Two-thirds of the seniors indicated that *most* or *all* of their non-major faculty Gave examinations that covered a fair sample of the course content and Graded fairly. Slightly fewer (61 percent) indicated that *most* or *all* of these faculty members Gave out-of-class assignments of reasonable length. In all the Senior Surveys since 1970, seniors have characterized non-major faculty as Knowing their material well and favorably handling the mechanics of a class.

The positive characteristic indicated by the seniors to apply to the smallest proportion of their non-major faculty was Consideration of student opinion in determining class objectives and procedures. Only a fifth of the students reported this behavior to be true for *all* or *most* of their non-major faculty, while half indicated it to be true of *a few* or *none* of these faculty members.

Negative Characteristics

At least three-quarters of the respondents reported that four of the negative statements were descriptive of *a few* or *none* of their non-major faculty members:

Criticize or embarrass students in the classroom
Discourage students from approaching them
Give assignments that are irrelevant to the course
Present disorganized, superficial or imprecise treatment of their material.

Students reported that the negative behaviors most characteristic of their non-major faculty were Treating students impersonally and Making insufficient distinction between major ideas and less important details. A quarter of the respondents said that *most* or *all* of their non-major faculty Treated students impersonally, while an additional quarter (28 percent) so described *about half* their non-major faculty. About half (44 percent) of the students indicated that at least half of their non-major faculty Made insufficient distinction between major ideas and less important details.

COMPARISON OF MAJOR AND NON-MAJOR FACULTY

The majority of major and non-major faculty members were described in positive terms. As might be expected, more major faculty were viewed as being concerned and dedicated to their professional areas, and fewer were perceived as treating their students impersonally.

CHAPTER V

EDUCATIONAL PLANS

Information was elicited about the seniors' initial and current degree and curricular plans as well as their reasons for various academic decisions: initial selection of their majors, subsequent major changes (if any), and retention of their current majors.

INITIAL AND CURRENT DEGREE PLANS

The students indicated the highest degree they expected to attain when they entered college as freshmen (either at SUNY/B or elsewhere), and specified the highest degree they currently expected to attain.

Initial Degree Plans

Upon entrance to college, all except one of the respondents expected to obtain at least an associate degree. Over half expected a baccalaureate (56 percent), 3 percent an associate degree and the rest (except for the one student) a post-baccalaureate degree. Eighteen percent expected a masters degree, 9 percent a doctorate, and 13 percent a professional degree: 8 percent a M.D. or D.D.S. and 5 percent a law degree.

Men and women differed significantly in the highest degree they expected to attain; half of the men expected their highest degree to be a baccalaureate, and nearly half expected a post-baccalaureate degree: M.D. or D.D.S. (14 percent), masters degree (13 percent), doctorate (11 percent) and law degree (8 percent). Sixty-two percent of the women expected their highest degree to be a baccalaureate; only a third expected a post-baccalaureate degree: masters degree (22 percent), doctorate (8 percent), M.D. or D.D.S. (1.5 percent), and law degree (1.5 percent).

Current Degree Plans

Educational aspirations shifted upward dramatically from freshman to senior years for both men and women. Currently 22 percent expected at most a baccalaureate, 43 percent a masters degree, 15 percent a doctorate, and 17 percent a professional degree: 8 percent a M.D. or D.D.S. and 9 percent a law degree.

Men, however, continued to have significantly higher degree expectations than women. Fewer than a quarter of either sex currently expected their highest degree to be a baccalaureate, wh[illegible] a third of the men and half of the women expected a masters degree. The number of doctorate and professional degree aspirants also increased. The percent of men expecting a doctorate nearly doubled (11 to 20 percent), while those expecting a professional degree remained the same. The number of women expecting a doctorate increased by over a third (8 to 11 percent), while the percent expecting a professional degree quadrupled: M.D. or D.D.S. (1.5 to 4 percent) and law (1.5 to 8 percent).

In analyzing changes in individual degree expectations, degree plans were classified into four levels: (a) associate or none, (b) baccalaureate, (c) masters degree, and (d) doctorate or professional degree. Each student's initial degree plan was compared with his or her current plan relative to the four levels. Forty-one percent of the seniors maintained their initial level of degree aspiration, 48 percent raised their degree aspirations, and 11 percent lowered them.

PLANS FOR FUTURE FORMAL EDUCATION

Nearly two-thirds of the sample (64 percent) planned to pursue a post-baccalaureate degree. Seventeen percent expected to take courses relevant to their careers but were not sure they would pursue a post-baccalaureate degree; three percent expected to take courses just for their personal interest. Three percent expected not to pursue further formal education, and 11 percent were undecided.

Three-fifths of those planning to pursue a post-baccalaureate degree (30 percent of the sample) planned to begin work on their degrees during the

next school year. Nineteen percent said they would wait at least a year, and the remainder were undecided.

Thirty percent of those expecting to pursue a post-baccalaureate degree (19 percent of the respondents) planned to study at SUNY/B, while 38 percent planned to attend another university. The remainder were undecided. Fifty-eight percent of those expecting to work toward a post-baccalaureate degree (37 percent of the sample) planned to attend a university full-time, 24 percent planned to attend part-time, and 19 percent were undecided.

It is not surprising that women expected to attain their post-baccalaureate degree in significantly less time than men did since women were more likely than men to expect a masters degree, and proportionately more men than women expected a doctorate or a professional degree. Forty-three percent of the women planning to pursue a post-baccalaureate degree, compared with 23 percent of the men, expected to complete their post-baccalaureate degree within two years after they began working for it. More men than women expected to spend three to four years in pursuit of a post-baccalaureate degree (52 and 41 percent, respectively of those expecting a post-baccalaureate degree) or five or more years (16 and 6 percent, respectively).

CHOICE OF MAJOR

The seniors reported their initial, current, and preferred major plans, indicating reasons for their initial choices.

Initial Choice of Major

Over half the seniors (56 percent) stated that they had chosen a major before entering college. Twenty-two percent initially decided upon a major in their freshman year of college or the following summer; 15 percent in their sophomore year or the following summer; and 4 percent during their junior year or the following summer. One percent waited until their senior year before initially choosing a major.

The initial major choices of these seniors were unevenly distributed among SUNY/B's seven undergraduate Faculties (Table 5.1): Natural Sciences and Mathematics (22 percent), Social Sciences and Administration (20 percent),

Table 5.1 Faculty of Initial, Current, and Preferred Major Choices[a]

FACULTY	Initial Choice			Current Choice			Preferred Choice		
	Mn %	Wn %	T %	Mn %	Wn %	T %	Mn %	Wn %	T %
Arts and Letters	5	21	12	8	14	11	7	8	8
Educational Studies	2	11	6	3	8	6	3	8	6
Engineering and Applied Sciences	24	2	14	14	1	7	13	2	8
Health Sciences	3	25	14	5	25	15	6	22	13
Natural Sciences and Mathematics	26	17	22	17	11	14	15	7	11
Social Sciences and Administration	24	15	20	27	33	31	19	22	21
School of Management	10	3	7	18	5	11	17	5	11
Double or Special Major	2	4	3	6	4	5	7	14	10
Undecided	3	2	2	0	0	0	8	5	6

[a]The number of men and women with initial, current, and preferred major choices in each department and Faculty is presented in Appendix: Table A.3.

Engineering and Applied Sciences (14 percent), Health Sciences (14 percent), Arts and Letters (12 percent), School of Management (7 percent), and Educational Studies (6 percent). Three percent initially chose a double or special major.

Reasons for Initial Major Choice Nine reasons for which one might choose a major were listed. Respondents reported the degree of importance of each in deciding upon their first major (Table 5.2). Responses were on a five-point scale, ranging from *no importance* to *extremely high importance*. An "other" option was also included in the list.

Table 5.2 Importance of Reasons for Choosing First Major

REASON	Men		Women		Total	
	M	SD	M	SD	M	SD
†Interest in the area	4.30	.81	4.52	.70	4.41	.77
Confidence in ability to do well in it					3.98	.86
†Desire for intellectual challenge	3.41	1.12	3.78	.95	3.59	1.05
†Knowing people involved in the area	2.54	1.35	2.93	1.35	2.73	1.37
High social status and prestige associated with it					2.27	1.16
Encouragement by parents					2.26	1.22
Work experience in the area					2.24	1.33
Advice from a counselor or teacher (or professor)					2.18	1.25
High score in this area on an interest or aptitude test					2.18	1.26

Note. Response scale: 1 = no importance; 2 = low importance; 3 = medium importance; 4 = high importance; 5 = extremely high importance. Statistical differences between the mean responses of men and women were analyzed by *t* tests.

†Men and women differed significantly.

The reason noted by these respondents as most important for their initial major choice was their Interest in the area. It was also important that the respondents felt Confident in their ability to do well in that major and were Challenged intellectually by the subject. Of relative unimportance in the decision for the group as a whole were:

High score in this area on an interest or aptitude test
Advice from a counselor or teacher (or professor)
Work experience in the area
Encouragement by parents
High social status and prestige associated with it.

Women placed significantly more importance than men on three of the nine reasons listed: Interest in the area, Desire for intellectual challenge, and Knowing people involved in the area. The "other" option was specified by 8 percent of the sample, and responses dealt primarily with the availability of jobs in the area of the chosen major.

Current Choice of Major

Nearly half (46 percent) of the seniors changed their majors after making an initial choice. Most (86 percent) changed to majors in different Faculties.

Men and women differed markedly in the changes they made in their major fields. The proportions of men in Natural and Applied Sciences decreased, while the proportions of men in Management and double or special majors increased. The proportions of women in Liberal Arts and Natural Sciences decreased while the proportions of women in Social Sciences increased. The percent of men in Engineering and Applied Sciences and Natural Sciences and Mathematics decreased from 24 to 14 percent and from 26 to 17 percent, respectively. The proportion of men who chose Social Sciences and Administration, initially one of the most popular Faculties and currently the most popular Faculty for men, changed little; a quarter of the men specified it. The percent of men specifying School of Management or a double or special major increased from 10 to 18 percent and from 2 to 6 percent, respectively. The enrollment of women in Arts and Letters and Natural Sciences and Mathematics decreased from 21 to 14 percent and from 17 to 11 percent, respectively, while their enrollment in the Social Sciences increased from 15 to 33 percent. The proportion of women in the second most popular Faculty for women, Health Sciences, changed little; a quarter of the women again specified it.

Reasons for Changing Major Choice Eleven possible reasons for changing majors were listed, and respondents who changed majors reported the importance of each in their decisions (Table 5.3). Responses were made on a five-point scale, ranging from *no importance* to *extremely high importance*. Space was provided for inclusion of additional reasons.

Table 5.3 Importance of Reasons for Changing Major[a]

REASON	Men		Women		Total	
	M	SD	M	SD	M	SD
Current choice more in line with interests					3.90	1.04
†Preference became more defined	3.67	1.13	4.08	1.09	3.85	1.13
Interests changed					3.32	1.29
†Disliked the courses taken as preparation for initial choice	3.48	1.40	2.97	1.56	3.26	1.50
Became interested in current choice through a course					2.99	1.55
†Met people involved in the area of current choice	2.65	1.40	3.17	1.45	2.87	1.45
Became interested in current choice through a teacher					2.59	1.51
Greater intellectual challenge provided					2.35	1.39
Job market changed					2.06	1.38
Academic work in first area was too difficult					2.00	1.31
Friends urged change					1.58	1.03

Note. Response scale: 1 = no importance; 2 = low importance; 3 = medium importance; 4 = high importance; 5 = extremely high importance. Statistical differences between the mean responses of men and women were analyzed by *t* tests.

[a]Based on the 46 percent of the sample who changed their initial major choices.

†Men and women differed significantly.

Men and women differed in the importance they attributed to several of the reasons given for major changes. Four reasons indicated by men to be of *medium to high importance* were:

Current choice more in line with interests
Preferences became more defined
Disliked the courses taken as preparation for initial choice
Interests changed.

The most important reason for men, Current choice more in line with interests, was of equal importance to women, but ranked second in overall importance to them. Most important for women (indicated to be of *high* to *extremely high importance*) was that their Preferences became more defined.

Three reasons for major changes were specified by women to be of *medium* to *high importance*:

Current choice more in line with interests
Interests changed
Met people involved in the area of current choice.

Influence of friends, Difficulty of academic work in the former major, and the Changing job market were viewed by both men and women as having little importance in their decision to change their choice of major.

Fourteen percent of those who changed majors specified additional reasons; most frequently indicated was not being accepted into the department of their choice.

Reasons for Maintaining Current Major Choice The respondents seemed, on the average, to be satisfied with their current majors. Forty-six percent indicated they were *very satisfied*, and 29 percent were *moderately satisfied*, while 8 and 10 percent respectively reported to be *moderately* or *very dissatisfied*.

Four possible reasons for maintaining current majors were listed. The respondents reported the degree of importance of each using a five-point scale, with options ranging from *no importance* to *extremely high importance* (Table 5.4).

Table 5.4 Importance of Reasons for Maintaining Current Major

REASON	Total M	Total SD
Very interested in the area	4.19	.89
Relevance to future plans	3.95	1.15
No other area I would rather be in	3.55	1.23
Too much time and effort involved in change	2.58	1.46

Note. Response scale: 1 = no importance; 2 = low importance; 3 = medium importance; 4 = high importance; 5 = extremely high importance. Statistical differences between mean responses of men and women were analyzed by *t* tests.

Seniors indicated that Interest in the area, Relevancy to future plans, and Lack of more attractive alternatives were all important reasons for continuing with their current major.

Preferred Choice of Major

These seniors were asked, "If you could begin college again as a freshman, what would your choice of major be?" Although only 94 percent of the sample responded to this question, the preferred major field choices were distributed among the Faculties quite similarly to the current majors (see Table 5.1). However, one sizable change was noted for men and three were noted for women. Only 19 percent of the men and 22 percent of the women would enroll in the Social Sciences (compared to 27 and 33 percent currently enrolled) if they could begin as freshmen again. More women would prefer double or special majors (4 percent currently, 14 percent preferred) and fewer women would prefer to have a major in Arts and Letters (14 percent currently, 8 percent preferred). Some students of both sexes were unsure what they might choose.

The initial, current, and preferred major field choices of each student were examined relative to departmental and Faculty affiliation. Not surprisingly, the largest disparities were between initial and preferred choices; half of the seniors preferred choices in departments different from their initial choices, 78 percent of which were in different Faculties.

Comparison of current and preferred majors revealed that only slightly over half of the seniors (53 percent) would choose their current majors if they could begin college again as freshmen. An additional five percent reported they would choose double or joint majors that would include their

current majors. Thirty-one percent indicated they would make choices different from their current majors; two percent listed double or joint majors, neither being the current major. Ninety-four percent of the seniors preferring a choice different from their current choices also preferred a different faculty.

Postgraduate Major Field

The respondents who had post-baccalaureate degree plans (64 percent of the sample) were asked to compare the major fields of their undergraduate and intended post-baccalaureate degrees. Thirty-seven percent planned to continue in the same majors in graduate school as in college; one-quarter planned majors which were in the same academic area, although in a different department; seven percent chose to major in a different field; and 8 percent had not yet decided on a graduate major. Twenty-three percent (15 percent of the sample) expected to pursue a professional degree and thus could not compare with undergraduate and graduate major fields.

CHAPTER VI

CAREERS

Seniors described the development of their career choice, the desirability of various characteristics of a career, and their expectations regarding employment roles and settings.

CHOICE OF CAREER

The seniors reported their initial, current, and preferred career plans listing reasons for their initial choices, for subsequent changes and for maintenance of current choices.

Time of Decision

Forty-four percent of the sample had a career choice when they began college (either at SUNY/B or elsewhere). Eight percent made their initial choice in their freshman year of college, or the following summer; 15 percent in their sophomore year, or summer following; 16 percent during their junior year, or following summer; and 14 percent in their senior year.

Type of Career

Career choices were coded using a list of 65 career fields, a code for undecided, and an "other" code for responses not classifiable. The 65 career choices were classified into Holland's six types.[1]

Realistic: technical, skilled and laboring occupations
(e.g. engineer, technician, craftsman)

Investigative: scientific occupations
(e.g. natural scientist, computer programmer, pharmacist, dentist, and physician)

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[1]Holland, John L., et.al., *A Psychological Classification of Occupations.* Center for the Study of Social Organization of Schools, Report No. 90. Baltimore, Maryland: The Johns Hopkins University, November 1970.

Artistic: artistic, literary, and musical occupations (e.g. actor, artist, architect, musician, writer)

Social: educational and social welfare occupations (e.g. counselor, nurse, physical therapist, social worker, teacher)

Enterprising: sales and managerial occupations (e.g. businessman, lawyer, personnel manager)

Conventional: office and clerical occupations (e.g. accountant, secretary)

Initial Career Choice

Careers initially chosen by men were more evenly distributed across the six Holland categories than were those chosen by women (Table 6.1). A quarter of the men had chosen careers in the Investigative category, and a fifth of them indicated that they were initially interested in careers in Realistic areas. Slightly fewer anticipated working in Enterprising (16 percent) or Social (14 percent) areas. Half of the careers first chosen by women were in the Social category and a quarter were in the Investigative area. Careers of the Artistic and Conventional type were least frequently selected by men, and those in the Conventional, Realistic, Artistic, and Enterprising areas were least frequently chosen by women.

Table 6.1 Initial, Current, and Preferred Career Choices, by Holland Type[a]

HOLLAND CATEGORY	Initial			Current			Preferred		
	Mn %	Wn %	T %	Mn %	Wn %	T %	Mn %	Wn %	T %
Realistic	21	4	12	12	2	7	11	3	7
Investigative	26	23	24	26	22	24	26	19	23
Artistic	3	5	4	2	2	2	4	2	3
Social	14	50	32	13	50	31	9	36	22
Enterprising	16	6	11	25	13	19	19	13	16
Conventional	7	2	5	8	2	5	7	4	5
Other	3	2	2	4	2	3	6	5	5
Undecided	7	8	8	7	8	7	11	8	9

[a]More comprehensive data are presented in the Appendix: Table: A.4.

Reasons for Initial Career Choice The respondents indicated the importance of each of nine listed reasons in making their first career choice (Table 6.2). Responses were made on a five-point Importance Scale. Response options ranged from *no importance* to *extremely high importance*. An "other" option was also included.

Table 6.2 Importance of Reasons for Making First Career Choice

REASON	Men		Women		Total	
	M	SD	M	SD	M	SD
Interest in the area					4.52	.73
Confidence in ability to do well in it					4.10	.87
Desire for intellectual challenge					3.79	1.10
Knowing people involved in the area					3.18	1.34
†High social status and prestige associated with it	2.79	1.20	2.43	1.16	2.61	1.19
†Work experience in the area	2.33	1.36	2.73	1.48	2.53	1.44
Encouragement by parents					2.51	1.26
Advice from a counselor or teacher (or professor)					2.24	1.30
High score in this area on an interest or aptitude test					2.04	1.24

Note. Response scale: 1 = no importance; 2 = low importance; 3 = medium importance; 4 = high importance; 5 = extremely high importance. Statistical differences between the mean responses of men and women were analyzed by *t* tests.

†Men and women differed significantly.

Not surprisingly, the reason considered by these seniors as a group to have been most important in making their first career choice was their Interest in the area. Considerable importance was also attributed to Confidence in their ability to do well in it and a Desire for intellectual challenge. Rated of less importance were:

Knowing people involved in the area

High social status and prestige associated with it

Work experience in the area
Encouragement by parents
Advice from a counselor or teacher (or professor)
High score in this area on an interest or aptitude test.

Men and women differed significantly in the importance they attributed to two of the listed reasons: men were more influenced than women by the Social status and prestige of a career, and women were more influenced than men by Work experience in the area. Nine percent of the sample specified "other" reasons; the most frequently mentioned was the availability of jobs in the area.

Current Choice of Career

More than half the seniors (53 percent) reported that their current career choice was different from their initial choice. Twenty percent of the seniors changed just once, 13 percent twice, and 20 percent three or more times. Seventy percent of those who changed career choices, however, chose a career choice in the same Holland category as their initial choice.

Current career choices were distributed similarly to initial career choices (Table 6.1) with three exceptions: an increase in Enterprising careers chosen by both men and women and a decrease in the Realistic careers chosen by men. The greatest change for both sexes was in the Enterprising category, where men's choices increased from 16 to 25 percent and women's choices more than doubled (6 percent to 13 percent). Men choosing careers in the Realistic category decreased by nearly half (21 percent to 12 percent).

Reasons for Changing Career Choices Respondents whose current career choice differed from their initial choice indicated the importance of each of eleven listed reasons in their decision to change (Table 6.3). Responses again were made on the five-point Importance scale. Space for listing additional reasons was provided.

The most important reasons for changing careers were also the most important reasons given for major changes[2]: emergence of more clearly defined preferences and greater appropriateness to previous or new interests. Urging of friends and Difficulty of academic work were of little importance in career changes. Eleven percent of those respondents who changed majors (6 percent of the sample) specified additional reasons, primarily related to finances.

[2]Chapter V, page 40

Table 6.3 Reasons for Changing Career Choice[a]

REASON	Total M	Total SD
Preferences became more defined	3.96	1.05
Current choice more in line with interests	3.91	1.09
Interests changed	3.53	1.25
Met people involved in the area of current choice	3.07	1.43
Became interested in current choice through a course	2.80	1.55
Disliked the courses taken as preparation for initial choice	2.69	1.54
Became interested in current choice through a teacher	2.43	1.42
Job market changed	2.41	1.54
Greater intellectual challenge provided	2.36	1.40
Academic work in first area was too difficult	1.88	1.18
Friends urged change	1.57	.98

Note. Response scale: 1 = no importance; 2 = low importance; 3 = medium importance; 4 = high importance; 5 = extremely high importance. Statistical differences between the mean responses of men and women were analyzed by *t* tests.

[a]Statistics are based on the 53 percent of the sample who changed their initial career choices.

Reasons for Maintaining Current Career Choice Students indicated the degree of importance of four reasons for maintaining their current career choice. The five-point Importance scale was used and an "other" option was included (Table 6.4).

The most important reasons for maintaining current career choices were the same reasons listed as most important for maintaining major choice[3]: a decided Interest in the area, the Relevancy to future plans, and Lack of more attractive alternatives. Four percent of the sample specified the "other" option, most saying they had always liked their current choice and did not want to change.

[3]Chapter V, page 41

Table 6.4 Reasons for Maintaining Current Career Choice

REASON	Total	
	M	SD
Very interested in the area	4.43	.84
Relevance to future plans	4.28	1.04
No other area I would rather be in	3.73	1.18
Too much time and effort involved in change	2.12	1.25

Note. Response scale: 1 = no importance; 2 = low importance; 3 = medium importance; 4 = high importance; 5 = extremely high importance. Statistical differences between mean responses of men and women were analyzed by *t* tests.

Decisiveness and Satisfaction with Current Choice Half of the seniors were decisive about their career plans. A quarter of them indicated their career decision was tentative, and 16 percent were currently considering several careers. Six percent stated that they had no career plans; two percent did not plan to have a career but planned to work. One percent did not plan to work.

Half of the seniors stated that they were *very satisfied* with their current career choice, a fourth were *moderately satisfied*, and a tenth were *moderately* or *very dissatisfied*.

Preferred Choice of Career

The seniors in the sample were asked what their career choice would be if they could begin college again as freshmen. Distribution of these preferred choices was quite similar to their current choices (Table 6.1). The greatest shift was in the Social category, where both men's and women's choices would decrease (13 to 9 percent and 50 to 36 percent, respectively). The percent of men choosing a career in the Enterprising category would decrease from 25 to 19 percent. Other changes in categories selected would be three percent or less. Nine percent of the sample were undecided about what career they would select if they were given a change to begin again as freshmen; 9 percent did not respond to the question.

DESIRED CHARACTERISTICS OF A JOB OR CAREER

Students indicated the desirability of the presence of twenty-one characteristics in their future jobs or careers (Table 6.5). Responses were on a five-point scale, ranging from *very objectionable* to *essential*.

Nearly half of the characteristics were indicated by both men and women to be between *preferable* and *essential*. The job characteristic most desired by men was a Stimulating, challenging environment. Opportunity to develop skill in their field was rated most desirable by the women; Stimulating, challenging environment and Opportunity to be of service to individuals were nearly as important to them.

The other job characteristics reported to be between *preferable* and *essential* by men and women were:

Opportunity to be creative
Good professional relationships with co-workers
Opportunity to use special abilities or aptitudes
Relative freedom from supervision
Opportunity to be of service to society
Job security
Good health and retirement benefits.

Opportunity to develop skill in their field and Opportunity to be of service to individuals were also indicated by men to be *preferable* to *essential* job characteristics.

It is of interest that some of the more "glamorous" aspects of a career were considered to be relatively less important. Opportunity to earn a good deal of money, High social status and prestige, and Travel (as part of the job) were considered to be between *unnecessary, but not undesirable* and *preferable*.

Characteristics of a job or career specified to be between *undesirable* and *unnecessary, but not undesirable* were: Opportunity to work primarily with things or ideas rather than with people, a Competitive atmosphere, and Explicit regulations and procedures.

Men and women differed significantly on the desirability of the presence of seven of the job characteristics. Women thought it more desirable than men did to have:

Table 6.5 Desirability of Characteristics of a Job or Career

CHARACTERISTICS	Men		Women		Total	
	M	SD	M	SD	M	SD
Stimulating, challenging environment					4.58	.56
†Opportunity to develop skill in the field	4.44	.59	4.60	.60	4.52	.60
Opportunity to be creative					4.38	.65
Good professional relationships with co-workers					4.33	.65
†Opportunity to be of service to individuals	4.13	.75	4.52	.77	4.32	.78
Opportunity to use special abilities or aptitudes					4.30	.63
†Relative freedom from supervision	4.25	.74	4.04	.81	4.14	.78
Opportunity to be of service to society					4.12	.78
Job security					4.12	.70
†Good health and retirement benefits	3.95	.66	4.12	.64	4.04	.66
Opportunity to initiate programs/projects					3.85	.78
Opportunity to develop social relationships through the job					3.82	.78
Opportunity to earn a good deal of money					3.74	.73
Opportunity for recognition as an expert in the field					3.73	.79
Opportunity to lead, direct others					3.65	.85
†Employment in well-established organization	3.38	.88	3.64	.82	3.51	.86
High social status and prestige					3.33	.77
Travel (as part of the job)					3.07	.78
Explicit regulations and procedures					2.61	1.04
†A competitive atmosphere	2.75	1.13	2.42	.96	2.59	1.06
†Opportunity to work primarily with things or ideas rather than with people	2.55	1.02	2.09	.88	2.32	.98

Note. Response scale: 1 = very objectionable; 2 = undesirable; 3 = unnecessary but not undesirable; 4 = preferable; 5 = essential. Statistical differences between the mean responses of men and women were analyzed by *t* tests.

†Men and women differed significantly. 58

Opportunity to develop skill in their field
Opportunity to be of service to individuals
Good health and retirement benefits
Employment in a well-established organization.

Men placed greater importance than did women on Relative freedom from supervision, a Competitive atmosphere, and an Opportunity to work primarily with things or ideas rather than with people.

EMPLOYMENT EXPECTATIONS

Students indicated their expectations regarding initial and eventual primary vocational roles and employment settings.

Vocational Roles

The students were asked to indicate what they expected their initial and eventual primary vocational roles would be. Selections were made from a list of seven vocational categories with each category defined by its academic requirements and several examples (Table 6.6).

Initial Role Three-quarters of the respondents initially expected to occupy PROFESSIONAL[4] positions (at least a baccalaureate required): a fifth of the sample expected Professional roles (post-baccalaureate required, e.g. lawyer, veterinarian, M.D., D.D.S., Ph.D.); another fifth expected Technical/Scientific roles (baccalaureate required, e.g. engineer, pharmacists, CPA, auditor, scientist, researcher); and a third expected Social Service/Health/Education roles (baccalaureate required, e.g. teacher, nurse, social worker, therapist, counselor, researcher). Seven percent of the respondents expected to occupy positions as PERFORMERS OF SERVICES, TECHNICIANS, OR CRAFTMEN; another seven percent expected to be ADMINISTRATORS, MANAGERS, OR SUPERVISORS. Five percent initially expected UNSKILLED jobs; 1 percent expected to be PERFORMING ARTISTS; and 1 percent expected some Other role.

[4]PROFESSIONAL (capitalized) refers to the broad category of vocational roles that require at least a baccalaureate. Professional (lower case) is a sub-category of PROFESSIONAL roles comprised of those roles that require a post-baccalaureate degree.

Table 6.6 Initial and Eventual Primary Vocational Roles

ROLE	Initial			Eventual		
	Mn %	Wn %	T %	Mn %	Wn %	T %
PROFESSIONAL - at least a baccalaureate required						
Professional, post-baccalaureate required, e.g. lawyer, veterinarian, M.D., D.D.S., Ph.D.	28	13	21	37	27	32
Technical/Scientific, e.g. engineer, pharmacist, CPA, auditor, scientist, researcher	27	15	21	19	14	17
Social Service/Health/Education, e.g. teacher, nurse, social worker, therapist, counselor, researcher	18	52	34	10	42	26
Subtotal	*73*	*80*	*76*	*66*	*83*	*75*
PERFORMING ARTISTS, e.g. artist, musician, actor, dancer	1	2	1	3	2	3
ADMINISTRATOR, MANAGER, SUPERVISOR	9	4	7	17	8	12
PERFORMER OF SERVICES, TECHNICIAN, OR CRAFTSMAN, e.g. real estate salesman, laboratory technician, investigator, adjuster, computer programmer, police officer	9	5	7	2	2	2
UNSKILLED, e.g. cab/bus driver, custodian, clerk, salesman	5	5	5	0	1	<1
Other	0	2	1	3	1	2
TOTAL	97	98	97	91	97	94

Men and women differed significantly in the types of roles initially expected. Three-quarters of the men initially expected PROFESSIONAL roles: Professional (28 percent), Technical/Scientific (27 percent), and Social Services/Health/Education (18 percent). Eighty percent of the women initially expected PROFESSIONAL roles: Social Services/Health/Education (52 percent), Technical/Scientific (15 percent) and Professional (13 percent). Twice as many men as women expected their initial role to be Professional or Technical/Scientific. Three times as many women as men expected their initial role to

be Social Services/Health/Education.

Men were more likely than women to expect administrative or service-related roles. Twice as many men as women initially expected roles as ADMINISTRATORS, MANAGERS, OR SUPERVISORS (9 and 4 percent, respectively), or PERFORMERS OF SERVICES, TECHNICIANS, OR CRAFTSMEN (9 and 5 percent, respectively). Five percent of both men and women expected UNSKILLED jobs (e.g. cab/bus driver, custodian, clerk, salesman) and fewer than 2 percent expected initial roles as PERFORMING ARTISTS.

Eventual Role The primary vocational roles that these students eventually expected differed markedly from their initial expectations. Three-quarters of the respondents, 66 percent of the men and 83 percent of the women, eventually expected PROFESSIONAL roles: a third expected Professional roles, a quarter expected positions in Social Service/Health/Education; and 17 percent expected Technical/Scientific Roles. Twelve percent of the sample eventually expected to occupy positions as ADMINISTRATORS, MANAGERS, OR SUPERVISORS. Three percent or fewer expected roles as: PERFORMING ARTISTS; PERFORMERS OF SERVICES, TECHNICIANS, OR CRAFTSMAN; or UNSKILLED personnel.

Men and women expected to occupy more Professional roles (requiring a post-baccalaureate degree) eventually than initially (men: 28 to 37 percent; women: 13 to 27 percent). They also expected to occupy more roles as ADMINISTRATORS, MANAGERS, OR SUPERVISORS (men: 9 to 17 percent; women: 4 to 8 percent). Both men and women expected fewer positions in the Social Service/Health/Educational field (Men: 18 to 10 percent; women: 52 to 42 percent). Men expected to hold fewer Technical/Scientific positions (27 to 19 percent) and fewer positions as PERFORMERS OF SERVICES, TECHNICIANS, OR CRAFTSMEN (9 to 2 percent). As might be expected, the percent of both men and women eventually expecting UNSKILLED jobs declined (5 to 1 percent or less).

Employment Settings

Students were asked to indicate the employment settings in which they expected to be initially and eventually employed. Selections were made from 40 settings within 11 categories (Table 6.7).

Initial Setting Almost half of the respondents expected to be initially employed in medical or educational settings: Medicine (23 percent) and Education (21 percent). Fewer expected to be in Business (an organization which sells goods and/or services), 16 percent, and Industry (an organization

which produces goods and/or services), 13 percent. A tenth of the sample expected initially to be employed in Government Agencies and 6 percent expected employment in Law-related areas (in private practice or within the judicial system). One percent or fewer expected initially to be employed in the Fine and Performing Arts, Government (politics), Agriculture, Domestic Service or Military Service.

The initial employment settings of men were much more evenly distributed across categories than were those of women. Eighty percent of the men expected to be in five employment categories: Industry (21 percent), Business (16 percent), Education (15 percent), Medicine (15 percent), or Government agencies (15 percent), while three-quarters of the women expected to be in three settings: Medicine (31 percent), Education (27 percent), or Business (15 percent).

Table 6.7 Initial and Eventual Employment Settings[a]

SETTINGS	Initial			Eventual		
	Mn %	Wn %	T %	Mn %	Wn %	T %
Medicine	15	31	23	15	25	20
Education	15	27	21	17	23	20
Business (organization which sells goods and/or services)	16	15	16	13	12	12
Industry (organization which produces goods and/or services)	21	5	13	12	4	8
Government Agency	15	7	10	7	7	6
Law	7	5	6	4	2	3
Fine and Performing Arts	1	1	1	3	5	4
Government (politics)	2	0	1	2	0	1
Agriculture	1	0	<1	2	0	1
Domestic Service	0	1	<1	0	1	1
Military Service	1	0	<1	0	0	0
Undecided	6	5	6	5	5	5

[a]A more comprehensive listing is presented in the Appendix, Table A.5.

Eventual Setting The employment settings eventually expected by the students were distributed similarly to those initially expected. Medicine, Business, Industry, and Government agencies were again the settings most frequently expected. Several trends were apparent: the percentage of men expecting employment in Industry and Government agencies declined (21 to 12 percent, and 15 to 7 percent, respectively); women expecting employment in Medicine decreased (31 to 25 percent), and women expecting to be in the Fine and Performing Arts increased (1 to 5 percent).

The percentages of students reported to expect eventual employment in each setting is affected by the number of students who did not respond to that questionnaire item. Eighty-two percent of the sample responded to this item; 97 percent responded to the item regarding initial employment setting. The increased non-response rate seems to have resulted from the location of the item on the questionnaire rather than a conscious omission by the students.

CHAPTER VII

DESIRED AND ACTUAL IMPORTANCE OF FUNCTIONS AT SUNY/B

The seniors were presented with a list of twenty-three functions of a university and asked to indicate the degree of importance each function should have and actually has at SUNY/B.

IMPORTANCE FUNCTIONS SHOULD HAVE AT SUNY/B

Seniors reported that sixteen of the listed functions should be of *high* to *extremely high importance* at SUNY/B (Figure 7.1).[1] The students indicated that the most importance should be given to intellectual functions of a university: Promoting excellence in teaching and Encouraging openness to ideas and experiences. Women indicated that Providing career preparation and Encouraging the development of critical thinking and problem-solving skills should be at the same level of importance.

Of slightly less importance to both men and women (but still of *high importance*) should be a traditional role of the university - Seeking new knowledge in the humanities, social sciences, and natural sciences. Of equal importance to women were:

Encouraging increased understanding of others' feelings, behavior, and values

Fostering awareness of the humanities, social sciences, and natural sciences

Providing continuing educational services for the surrounding community

Promoting knowledge and interest in world-wide issues

Fostering self-understanding, knowledge of strengths, weaknesses, and interests.

Men gave a similar degree of importance to Providing career preparation and Encouraging the development of critical thinking and problem-solving skills.

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[1] Comprehensive data are presented in the Appendix - Table A.6 and Table A.7.

Figure 7.1 Desired and Actual Importance of Functions of SUNY/B

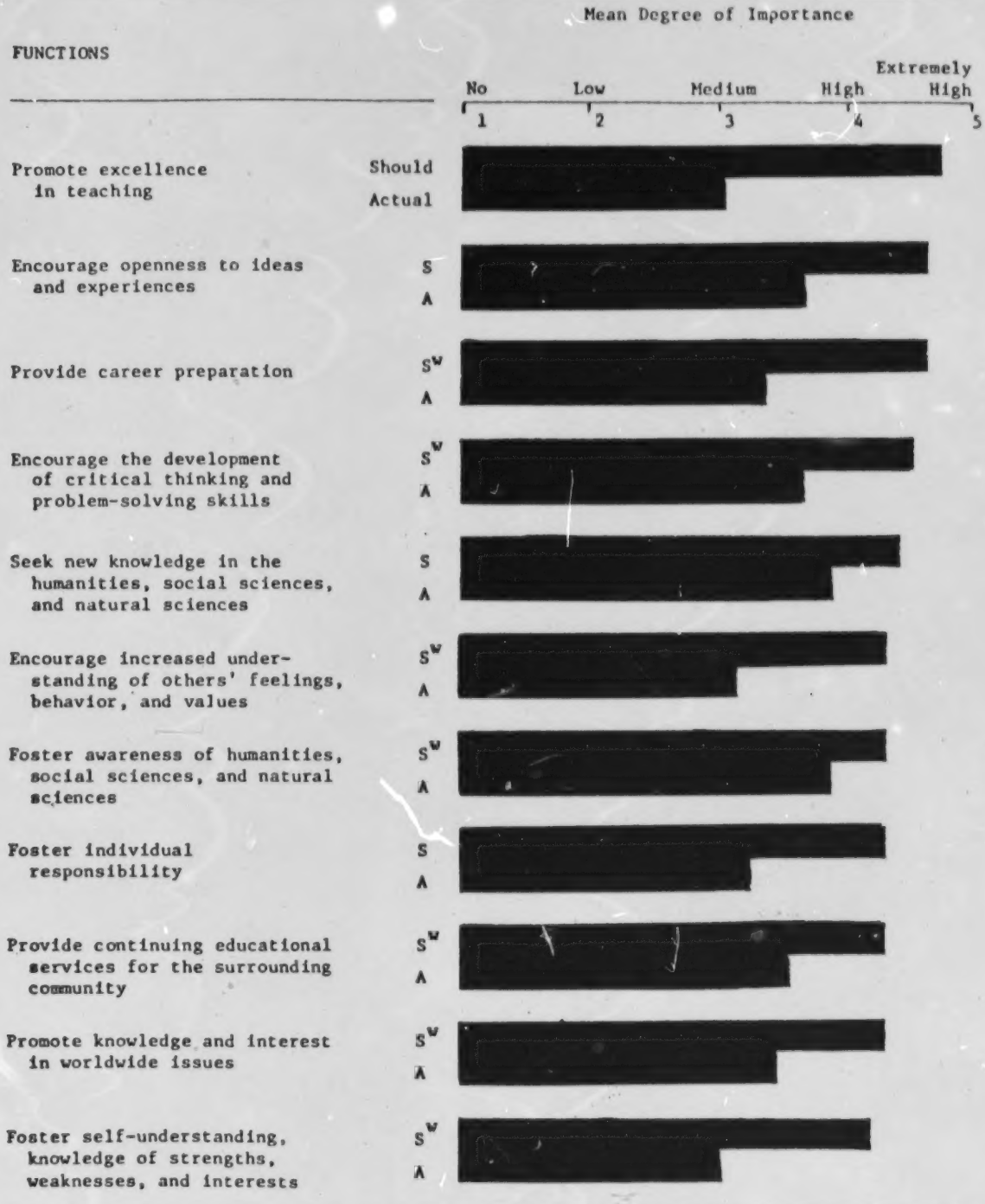
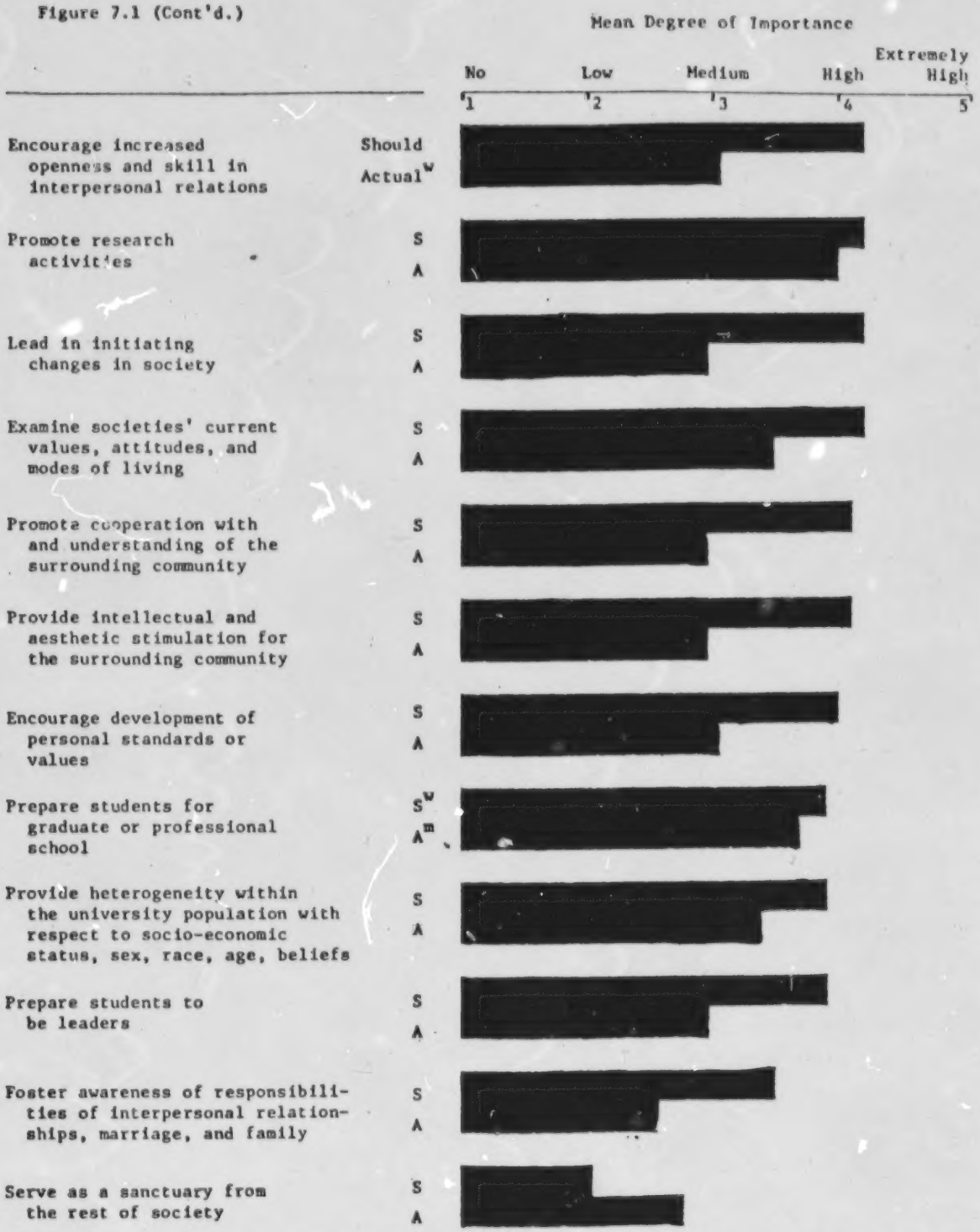


Figure 7.1 (Cont'd.)



Statistical differences between mean responses of men and women were analyzed by *t* tests.

[m]Men and women differed significantly, men had the highest mean response.

[w]Men and women differed significantly, women had the highest mean response.

The students indicated that two of the functions should have notably less importance than the others. Fostering awareness of responsibilities of interpersonal relationships, marriage, and family should be of *medium* to *high importance*, while Serving as a sanctuary from the rest of society should be of *low importance*.

The other functions, though indicated to be of *medium* to *high importance*, should be, according to the students, of slightly less importance than the remaining functions. Preparing students to be leaders was a relatively unimportant function for both men and women (ranked 20th and 21st in importance, respectively). Men indicated that Preparing students for graduate or professional school should be an even less important function of this university.

Men and women differed significantly in the degree of importance they felt eight of the functions should have at SUNY/B. All eight were attributed greater importance by women than by men. These functions were:

Provide career preparation

Encourage the development of critical thinking and problem-solving skills

Encourage increased understanding of others' feelings, behavior, and values

Foster awareness of humanities, social sciences, and natural sciences

Provide continuing educational services for the surrounding community

Promote knowledge and interest in worldwide issues

Foster self-understanding, knowledge of strengths, weaknesses, and interests

Prepare students for graduate or professional school.

IMPORTANCE FUNCTIONS ACTUALLY HAVE AT SUNY/B

When attributing degree of importance functions actually have at SUNY/B, these seniors indicated fourteen functions to be of *medium* to *high importance*. The functions reported to actually have the most importance at SUNY/B emphasize the traditional intellectual aspects of a university: Promoting research activities, Seeking new knowledge in, and Fostering awareness of the humanities, social sciences, and natural sciences.

Functions perceived as having slightly less importance (but still *medium* to *high importance*) were Preparing students for graduate or professional schools, Encouraging the development of critical thinking and problem-solving skills, and Encouraging openness to ideas and experiences. The functions seen as actually having the least amount of importance at SUNY/B were the same functions that reportedly should have the least importance: Serving as a sanctuary from the rest of society, and Fostering awareness of responsibilities of interpersonal relationships, marriage, and family.

Men and women differed significantly on the degree of importance they felt two of the functions at SUNY/B actually have. Men reported greater emphasis attributed to Preparing students for graduate or professional school; women perceived greater importance given to Encouraging increased openness and skill in interpersonal relations.

COMPARISON OF IMPORTANCE FUNCTIONS SHOULD AND ACTUALLY HAVE

The students indicated that all but one of the functions should have significantly more importance at SUNY/B than they actually have. Seventeen of the functions, in fact, should have more importance than any one of the functions actually has. The only function that the seniors stated had more actual importance than they indicated it should have was Serving as a sanctuary from the rest of the world. The seven functions having the largest discrepancies between desired and actual importance were perceived by the students to actually have only *medium importance* at SUNY/B, while the students felt they should have *high* to *extremely high importance*. These functions, in order of decreasing discrepancy between actual and desired importance, were:

Promote excellence in teaching

Provide career preparation

Encourage increased understanding of others' feelings, behavior, and values

Lead in initiating changes in society

Encourage increased openness and skill in interpersonal relations

Foster self-understanding, knowledge of strengths, weaknesses, and interests

Promote cooperation with and understanding of the surrounding community.

There was greater agreement between men and women on the importance functions actually have at SUNY/B than on the importance they should have. Men and women differed significantly on the importance that eight of the functions should have, but differed on the actual importance of only two.

Despite differences between the levels of importance that functions should have and actually have, there were similarities between those functions ranked highest in importance in both instances. Four university functions ranked in the top seven in BOTH actual and desired importance were:

Encourage openness to ideas and experiences

Encourage the development of critical thinking and problem-solving skills

Seek new knowledge in the humanities, social sciences, and natural sciences

Foster awareness of humanities, social sciences, and natural sciences.

CHAPTER VIII

ANTICIPATED LIFE STYLES

Seniors were asked to describe various aspects of their anticipated life styles, focusing in particular on their feelings about marriage and other interpersonal relationships, living arrangements, and parenthood. Inquiries were also made regarding the types of activities in which they expected to be involved and the types of employment schedules anticipated for both themselves and their spouses or mates.

MARRIAGE AND OTHER INTERPERSONAL RELATIONSHIPS, LIVING ARRANGEMENTS, AND PARENTHOOD

In describing a life style, four possible areas of consideration are: marriage, other interpersonal relationships, living arrangements, and parenthood. For each situation described in these areas, the respondents were asked two questions: (a) whether or not[1] they *ever expected* and (b) whether or not[2] they *ever would like* to experience each situation after completing their undergraduate experience (Table 8.1).

The response rate on this section of the Survey was lower than on other sections; all questions were answered, however, by at least 65 percent of the respondents. Percents presented are based on the total sample.

Marriage and Other Relationships

A fifth of the respondents were married, and three-fifths *expected* to marry; five percent *did not expect* to do so. Sixty-two percent reported that they *would like* to marry; 4 percent *preferred not* to do so.

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[1] An option was provided for the students to indicate if they were NOT SURE.

[2] idem

Three additional types of interpersonal relationships were listed:

Long-term love relationship with a mate, not marriage

More than one short-term love relationship

A variety of relationships, but not close ones.

A fifth of the seniors *expected* to have a Long-term love relationship with a mate, not marriage, while twice as many students *did not expect* to do so. Three-tenths of the seniors *expected* to have More than one short-term love relationship; a third *did not expect* to do so.

A third of the respondents stated they *would like* to experience a Long-term love relationship with a mate, not marriage, and/or More than one short-term love relationship. This was an increase of 54 and 17 percent, respectively, over those *expecting* these relationships.

A quarter of the sample *expected* and/or *would like* to have a Variety of relationships, but not close ones. Thirty-six percent of the sample *did not expect* to have this type of relationship and 40 percent *would not like* to do so.

Men and women differed significantly in regard to only one experience - their *expectations* and *preferences* for having More than one short-term love relationship. Of the three types of relationships, men saw themselves as most likely to have More than one short-term love relationship. A third of the men *expected* this type of relationship and 29 percent *did not*. A quarter of the women *expected* to have More than one short-term love relationship, while two-fifths *did not expect* to do so.

Having More than one short-term love relationship was indicated by 43 percent of the men to be a type of relationship they *would like* to experience. Twice as many men in the sample *would like* to have this type of relationship as *would not* (43 percent and 21 percent).

Women *preferred* a Long-term relationship with a mate, not marriage, to the two other types of relationships. A third of the women *would like* a Long-term love relationship not involving marriage, while only a quarter *would like* More than one short-term love relationship or a Variety of casual relationships.

Living Arrangement

Consistent with their marital *expectations* and *preferences*, most students *expected* to and *would like* to live with their spouses (71 and 62 percent,

Table 8.1 Expectations and Preferences Regarding Marriage and Other Interpersonal Relationships, Living Arrangements, and Parenthood

EXPERIENCE	Ever Expect				Would Like			
	Yes %	No %	NS[a] %	NR[b] %	Yes %	No %	NS[a] %	NR[b] %
Marriage	79[c]	5	11	5	62	4	13	21
Other Interpersonal Relationships:								
Long-term love relationship with a mate, not marriage	22	41	16	21	34	32	13	21
†More than one short-term love relationship	29	35	11	25	34	31	11	24
A variety of relationships, but not close ones	23	36	9	32	23	40	9	28
Other	8	2	2	88	8	2	1	89
Living Arrangement:								
Alone	19	40	10	31	16	43	11	30
With spouse	71	6	9	14	62	6	8	24
With mate, not spouse	19	38	13	30	37	24	12	27
With parent(s)	10	52	5	33	3	53	9	35
With a group or commune	3	55	8	34	12	43	14	31
Other	3	3	<1	94	3	3	1	93
Parenthood:								
Yours biologically	77	9	9	5	70	8	8	14
Yours by adoption	19	30	24	27	38	17	24	21

[a]Not sure

[b]No response

[c]This includes the 18 percent of the respondents who were already married.

†Men and women differed significantly:

Expect: Men: Yes = 32, No = 29, NS = 15, NR = 24
Women: Yes = 25, No = 41, NS = 7, NR = 27

Would Like: Men: Yes = 43, No = 21, NS = 14, NR = 22
Women: Yes = 25, No = 40, NS = 8, NR = 27

respectively). A fifth of the respondents indicated that they *expected* to live alone at some time, while only 16 percent said that they *would like* to do so. A fifth also indicated they *expected* to live with mates who were not

their spouses, whereas 37 percent expressed a *desire* to do so. A tenth *expected* to live with their parents at some time; only three percent *would like* to do so. Three percent *expected* at some time to live with a group or commune, while 12 percent *would like* to do so. Three percent of the sample specified an "other" alternative indicating they *expected* or *would like* to live with a friend or friends. It is interesting that the more conventional and socially-accepted living arrangements, living with one's spouse, living alone and living with one's parents, were *expected* by a greater number of students than actually *would like* them, while more students *would like* to experience the more socially controversial living arrangements of co-habitation or communal and group living than actually *expected* to do so.

Parenthood

Most respondents both *wanted* and *expected* to be parents. Three-quarters of the sample *expected* to have their own children biologically, while slightly fewer, 70 percent, *would like* to do so. A tenth of the students did not *expect* and/or *would not like* to have their own children biologically. Thirty-eight percent *would like* to adopt children, but only a fifth *expected* to do so. Three-tenths of the seniors did not *expect* to adopt children and 17 percent *would not like* to do so.

ACTIVITIES

The seniors indicated some of the types of activities they expected to participate in throughout their lives, and the amount of gratification they expected to derive from each.

Expected Participation

Respondents were asked to indicate the amount of participation they expected to have in each of nine types of activities throughout their lives. Responses were recorded on a five-point scale: *not at all, a slight amount, a moderate amount, a considerable amount,* or *a great amount* (Table 8.2).

Men and women differed significantly in the degree of participation they expected for four of the types of activities listed. Men expected their

Table 8.2 Expected Degree of Participation in Future Activities

ACTIVITY	Men		Women		Total	
	M	SD	M	SD	M	SD
†Familial (spouse and children)	4.02	1.03	4.38	.96	4.20	1.01
Intellectual					4.17	.76
†Vocational	4.04	.85	4.27	.76	4.16	.82
†Social	3.76	.88	4.13	.75	3.95	.84
Recreational (active)					3.85	.85
Familial (parental)					3.52	1.05
Recreational (passive)					3.36	.99
Civic					2.76	.93
†Religious	2.24	1.04	2.68	1.10	2.46	1.09

Note. Response scale: 1 = not at all; 2 = a slight amount; 3 = a moderate amount; 4 = a considerable amount; 5 = a great amount. Statistical differences between the mean responses of men and women were analyzed by *t* tests.

†Men and women differed significantly.

greatest amount of participation to be in Intellectual endeavors; they expected to participate to a lesser, but still *considerable* degree, in Vocational and Familial (spouse and children) activities. Women expected levels of participation in Intellectual activities comparable to those expected by men, but expected to spend even more time with their Family (spouse and children) and engaged in Vocational activities. Women also expected to participate *considerably* in Social activities.

Respondents expected to participate only *slightly* to *moderately* in Civic and Religious activities; women expected to participate to a significantly greater degree than men in the latter.

Expected Gratification

The seniors were also asked to indicate the amount of gratification they expected from each of the previously discussed types of activities. Expected gratification was rated on a four-point scale: *will not be gratifying at all to me, might or might not be gratifying, will be generally gratifying,* or *will be the most gratifying activity in my life* (Table 8.3).

Table 8.3 Expected Degree of Gratification from Future Activities

ACTIVITY	Men		Women		Total	
	M	SD	M	SD	M	SD
Familial (spouse and children)					3.41	.77
Intellectual					3.16	.61
Vocational					3.12	.60
Recreational (active)					3.00	.51
Familial (parental)					2.96	.74
Social					2.95	.60
Recreational (passive)					2.62	.71
†Civic	2.40	.70	2.23	.66	2.32	.68
†Religious	2.13	.91	2.43	.87	2.28	.90

Note. Response scale: 1 = will not be gratifying at all to me; 2 = might or might not be gratifying; 3 = will be generally gratifying; 4 = will be most gratifying activity in my life. Statistical differences between the mean responses of men and women were analyzed by *t* tests.

†Men and women differed significantly.

The degree of gratification expected by these seniors from the various types of activities closely paralleled their degree of expected participation in each activity. Activities involving the Spouse and Children were clearly expected to be the most gratifying. Intellectual and Vocational activities were expected to be *generally gratifying*. The respondents were not sure if they would find Civic and Religious activities gratifying, although men expected Civic activities to be more gratifying than Religious ones, and women expected just the opposite.

There was generally more agreement between men and women on the amount of gratification expected from the activities listed than on the amount of participation expected in each.

EMPLOYMENT

Seniors indicated on what basis they (a) expected and (b) would like to work, until retirement age, (homemaking was not to be included as employment)

once they completed their formal education (Table 8.4). Five alternatives were listed, three involved Always working (full-time; full-time sometimes, part-time sometimes; and part-time); the others were Working, but not always; and Not working at all. Those students expecting or desiring to Work, but not always, were asked to indicate when they expected or preferred to work. Options included (a) only until parenthood, (b) time off at certain times during their children's lives (at least 6 months at a time), and (c) just off and on without reference to parenthood. An option for "other" was also provided. Expected and Preferred employment schedules for spouses or mates were also reported.

Employment for Self

Nearly everyone (97 percent) expected to be employed sometime during their lives; three-quarters expected to work always, either full- or part-time or some combination of the two. Ninety-one percent of the respondents said they would like to work at sometime in their lives; three-fifths of the students desired to work always.

It is no surprise that the students expected to be working more than they would like to work. Fewer respondents desired continuous full-time employment than expected it (20 and 42 percent, respectively); more students would like some combination of full- and part-time employment (37 percent) and periods of self-determined unemployment (33 percent) than actually expected it (33 and 21 percent, respectively). Very few seniors either expected or preferred always to work part-time or not to work at all.

Differences between men's and women's responses were evident. More than three and a half times as many men as women expected always to work full-time (63 compared to 18 percent). Women were more likely than men to expect always to be working some combination of full- and part-time (45 vs. 21 percent), or to work except for time off related to parenthood (25 to 6 percent).

Sizable discrepancies existed between the expectations and preferences of men; they preferred less concentrated employment schedules than they actually expected. Two-thirds expected to work full-time always, while only half that many would like to do so. More men desired to work some combination of full- and part-time (31 percent) or even to take time off on occasion (25 percent) than expected to do so (21 and 10 percent, respectively).

Differences between expected and preferred employment patterns were less for women than men. The largest proportion of women expected and would like always to work some combination of full- and part-time (44 and 45 percent, respectively). A fifth of the women expected always to work full-time; only half that many would like to do so. A third of the women expected not to work always: 14 percent expected to take time off (at least 6 months) at certain times during their children's lives; 11 percent expected to culminate their work experience upon becoming a parent; and five percent expected to take time off without reference to parenthood. Thirty-eight percent of the women did not want to work always: 18 percent would like time off without reference to parenthood; 13 percent wanted to take at least 6 months off at certain times during their children's lives; only 5 percent would like to quit work after becoming a parent.

Employment for Spouse or Mate

Men and women differed markedly in the employment schedules they expected and preferred for their spouses or mates. Women both expected and desired more concentrated work schedules for their husbands or mates than men expected and preferred for their wives or mates.

The employment schedules expected and desired by men for their spouses or mates were quite similar. Half of the men both expected and preferred that their spouses or mates work for some period of time. A fifth of the men expected their spouses or mates to work continuously until retirement, either full-time (5 percent), part-time (2 percent) or some combination of full- and part-time (13 percent). Similar proportions would like their spouses or mates to work continuously. Thirty percent of the men expected and the same proportion would like their spouses or mates to work, but not always, while 40 percent expected and the same proportion desired their spouses or mates to determine their own employment schedule.

Women expected more concentrated work schedules for their spouses or mates than they would like them to have. Three-quarters of the women expected their spouses or mates always to be employed, either full-time (55 percent) or some combination of full- and part-time (19 percent). Only slightly over half of the women (54 percent) would like their spouses or mates always to work, either full-time (24 percent), part-time (1 percent), or some combination of full- and part-time (29 percent). Five percent of the women expected their

Table 8.4 Expectations and Preferences Regarding Employment

EMPLOYMENT SCHEDULE	For Self						For Spouse or Mate					
	Expect			Would Like			Expect			Would Like		
	Mn %	Wn %	T %	Mn %	Wn %	T %	Mn %	Wn %	T %	Mn %	Wn %	T %
Always work:												
Full-time	65	18	42	32	8	20	5	55	30	5	24	14
Full-time, sometimes part-time sometimes	21	45	33	31	44	37	13	19	16	12	29	20
Part-time	1	1	1	1	1	1	2	0	1	5	1	3
Subtotal	*87*	*64*	*76*	*64*	*53*	*58*	*20*	*74*	*47*	*22*	*54*	*37*
[a]Work, but not always:												
Only until I am a parent	1	11	6	0	5	3						
Until retirement, except for certain times during my children's lives (at least 6 months off at a time)	5	14	9	7	13	10						
Just off and on without reference to parenthood	4	5	5	15	18	17						
Other	0	2	0	3	2	3						
Subtotal	*10*	*32*	*21*	*25*	*38*	*33*	*31*	*5*	*18*	*29*	*15*	*22*
No work at all	0	1	<1	4	2	3	2	1	2	4	1	2
[b]It is up to my spouse or mate							40	16	28	40	24	33
TOTAL	97	97	97	93	93	94	93	96	95	95	94	94

[a]Four subcategories under Work, but not always were available for the "Self" employment schedule and not that of the "Spouse or Mate".

[b]This option applied only to the spouses' or mates' employment schedule.

spouses or mates not always to work, while three times as many would like that. Sixteen percent of the women expected their spouses or mates to determine their own employment schedules, while a quarter preferred such an arrangement.

SUMMARY

A random sample of 716 seniors expecting to graduate in June 1974 were sent a questionnaire concerning their college experiences, perceptions and future plans. Usable questionnaires were returned by 268 students (38 percent of those sampled, 13 percent of the population of second semester seniors).

The sample was composed of nearly equivalent numbers of men and women (136 and 132, respectively). Statistical comparisons were made, where appropriate, between men's and women's responses. Significant differences were evident in responses to a fifth of the 345 questions.

Most of the students who responded to the Survey were in their early twenties. The majority (82 percent) were unmarried, although twice as many women as men were married (25 and 12 percent, respectively); similar percentages were engaged.

Women had spent proportionally more time at SUNY/B than men. They were more likely than men to enter SUNY/B as freshmen either through University College or Millard Fillmore College, while proportionally more men than women transferred into SUNY/B from another institution. As might be expected from their longer attendance, women had also attended more summer sessions at SUNY/B.

Concerns

Areas reported by the men to have given them the most difficulty during college were: Vocational and Major choices, Understanding others, and Intellectual ability. Women were equally concerned with these areas, but were even more concerned with Self-understanding and Developing and maintaining interpersonal relationships.

During the last semester of their senior year, the area of most concern for men continued to be Vocational choice; women were concerned most with Finances. Men increased, while women decreased, in their concern with: Development and maintenance of interpersonal relationships; Self-understanding, knowledge of strengths, weaknesses, and interests; Vocational choice; and the Development of personal standards and values.

Goals

Students in the sample indicated the importance of goals of personal, social, intellectual, or professional development during college. The most important for men were: Development of critical thinking and problem-solving skills; Increased openness to ideas and experiences; Career preparation; Self-understanding, knowledge of strengths, weaknesses, and interests; and Increased openness and skill in interpersonal relationships. Increased openness to ideas and experiences, Self-understanding, and Career preparation were the goals most important to women during college.

All but one of the goals listed were *moderately* to *considerably* fulfilled during their college experience. Increased understanding of the responsibilities of marriage and family life, the least important of all goals listed, was the least fulfilled of all goals.

The five goals most important to men during college were still most important to them as they prepared to graduate; Career preparation was currently ranked first in importance. Women currently considered Increased openness to ideas and experiences (most important to them during college) and Increased ability to handle responsibility most important to them. Although Increased understanding of the responsibilities of marriage and family life continued to be of least importance to both men and women, it had increased in importance at least twice as much as any of the other goals by the end of their senior year.

Friendship and Meeting people with diverse interests, values, and backgrounds were the experiences reported to be the most important contributors to the overall fulfillment of goals. Not surprisingly, College courses were most beneficial in fulfillment of academic and vocational goals.

Functions of SUNY/B

These seniors believed that Promotion of excellence in teaching and Encouragement of openness to ideas and experiences should be of most importance at SUNY/B, but said, that in actuality, the more traditional aspects of a university are emphasized: Promoting research activities, Seeking new knowledge in, and fostering awareness of the humanities, social sciences, and natural sciences. Students indicated that the two functions having the largest discrepancies between ideal and actual importance, Promoting excellence in teaching and Providing career preparation, should have *high* to *extremely*

high importance, but actually have only *medium importance* at SUNY/B.

Faculty

These seniors had a generally favorable view of both their major and non-major faculty at SUNY/B, although their reaction to the faculty members in their own departments was more positive than to the others. Both major and non-major faculty were perceived by the students as knowing their material well and handling the mechanics of the class ably. The negative behavior most characteristic of faculty members was that they Treat students impersonally - behavior reported by a quarter of the students to typify *most* or *all* their faculty.

Degrees

Upon entrance to SUNY/B, men had higher degree aspirations than women. Half the men expected at most a baccalaureate; the remainder expected graduate or professional degrees. Two-thirds of the women initially expected a baccalaureate; a third expected graduate or professional degrees. From their freshman to senior years, six-tenths of the students changed their level of degree aspirations; half of the sample raised their aspirations. As seniors, a quarter of both the men and women expected a baccalaureate to be their highest degree. Women were more likely than men to expect a masters degree (52 and 33 percent, respectively). Men were more likely than women to aspire to a doctorate or professional degree (42 vs. 23 percent), although the percent of women expecting a professional degree quadrupled from 3 to 12 percent.

Most of the students (84 percent) planned to take post-baccalaureate course work; two-thirds (64 percent) planned to pursue a post-baccalaureate degree. Three-fifths of those planning to pursue a post-baccalaureate degree expected to begin during the next school year, and thirty percent planned to study at SUNY/B.

Majors

Over half the seniors (56 percent) had chosen a major before entering college. Nearly half of the sample (46 percent) changed their majors after making an initial choice; 86 percent of these changes involved changing Faculties. Three-fifths of the women were currently in Social Sciences (33 percent) or Health Sciences (25 percent). Men were more evenly distributed among the Faculties: Social Sciences (27 percent), School of Management

(18 percent), Natural Science and Mathematics (17 percent), and Engineering and Applied Sciences (14 percent).

Three-quarters of the seniors were *moderately* to *very satisfied* with their current majors. About half (53 percent) would choose their current major if they could begin college again as freshmen. Another 5 percent would choose a double or joint major that would include their current major.

Careers

Forty-five percent of the seniors had made a career choice before entering college; two-thirds had made a choice before their junior year. Over half (53 percent) changed their career plans since they began college.

By the last semester of their senior year, three-quarters of the seniors had at least tentatively decided upon a career choice. Three-quarters of the seniors were also *moderately* or *very satisfied* with their current career choices.

The seniors indicated that the most important characteristics of a job or career were a Stimulating, challenging environment and the Opportunity to develop skill in their field. It was also important to women to have an Opportunity to be of service to individuals.

Three-quarters of the seniors expected their initial vocational roles to require at least a baccalaureate. Half the men expected Professional (i.e. lawyer, M.D.) or Technical/Scientific (i.e. engineer, auditor) vocations, while half of the women expected initial vocations in Social Services, Health, or Education (i.e. social worker, teacher). Both men and women expected to eventually hold more Professional and Administrative positions. Men initially expected to be employed in Industry, Business, Education, Medicine, or Government, while women expected positions in Medicine, Education, or Business. Eventual employment settings were similar to the initial settings except that the percentage of men expecting employment in Industry and Government agencies declined, as did the number of women in Medicine.

Life Styles

Most of the seniors expected to marry, live with their spouses, and have children; slightly fewer indicated that they would actually like these arrangements. While a fifth of the respondents were married and three-fifths expected to be only three-fifths reported that they would like to marry. Consistent with their marital expectations and preferences, most students

expected to and would like to live with their spouses (71 and 62 percent, respectively). Three-quarters of the sample expected to have their own children biologically; slightly fewer, 70 percent, would like to do so. Two-fifths of the seniors would like to adopt children, but only a fifth expected to do so.

The types of activities in which the respondents expected the most future participation and from which they expected to receive the most gratification were: Familial (spouse and children), Intellectual, and Vocational. Women also expected to participate considerably in Social activities.

Nearly everyone said he or she expected and would like to work at some time during their lives. Three-quarters expected to always work; only three-fifths desired to do so. The majority of men expected to always work full-time, while most women expected to always work some combination of full- and part-time, or to take time off related to parenthood.

Women both expected and preferred a more concentrated work schedule for their spouses or mates than men expected and preferred for their spouses or mates. Thirty percent of the men both expected and desired their spouses or mates to work, but not always; 40 percent said it was up to the spouse or mate. Three-quarters of the women expected their spouses or mates to always work, and over half (54 percent) would like them to do so.

College attendance seemed to have been a generally positive experience for the respondents to the Survey. Students' perceptions of their faculty were quite favorable. Most expressed satisfaction with their major and career choices, and half raised their level of educational aspiration while in college. Personal, social, intellectual, and professional goals important to the students were, for the most part, fulfilled.

COMMENTS

The university is not a place for only those students who know definitely what they want to do. The university offers students an opportunity to consider a wide variety of interests and activities and to pursue those of their choice. About half the students, for instance, did not have a major choice when they entered the university, and over half had no career choice. Even after making initial choices, about half of the students changed their major and/or career choices, primarily because their preferences became more defined and their new major and/or career choices were more in line with their interests. The availability of numerous options and opportunities, plus an extended period of time in which to make decisions enabled the students to make choices with which they were quite happy.

It is evident that the university as a whole has not achieved excellence in teaching. Although the faculty were perceived as being knowledgeable, many had difficulty communicating their knowledge to the students or relating course material to contemporary life. Students clearly indicated that the university should place much more enphasis on promoting excellence in teaching.

Preparation for a career is an important aspect of the college experience, and, as of yet, it is a function to which the university has not fully addressed itself. During college, vocational choice was a primary concern and career preparation a major goal. The university did not do enough, it seems, to resolve these difficulties. Upon graduation, vocational choice and career preparation were of even more concern to these students, and they clearly stated that this university should be more instrumental in preparing them for a career

APPENDIX

Table A.1 Date of First Registration at SUNY/B, By Sex

MONTH	YEAR	Men N	Men %	Women N	Women %	Total N	Total %
Prior to	1968	3	2	7	5	10	4
January	1968	-	-	-	-	-	-
Summer	1968	-	-	1	<1	1	<1
September	1968	-	-	1	<1	1	<1
January	1969	-	-	2	2	2	<1
Summer	1969	-	-	-	-	-	-
September	1969	7	5	14	11	21	8
January	1970	-	-	-	-	-	-
Summer	1970	3	2	3	2	6	2
September	1970	63	46	59	45	122	46
January	1971	3	2	1	<1	4	2
Summer	1971	1	<1	6	5	7	3
September	1971	14	10	6	12	30	11
January	1972	1	<1	-	-	1	<1
Summer	1972	2	2	1	<1	3	1
September	1972	33	24	19	14	52	19
January	1973	3	2	2	2	5	2
Summer	1973	2	2	-	-	2	<1
September	1973	1	<1	-	-	1	<1
TOTAL		136		132		268	

Table A.2 Importance of Various Experiences Contributing to the Fulfillment of Goals During College

CONTRIBUTORS[a] AND GOALS	%[b]
Friendships	
Increased understanding of others' feelings, behavior, and values	74
Increased openness and skill in interpersonal relationships	73
Development and understanding of personal standards and values	68
Self-understanding, knowledge of strengths, weaknesses, and interests	64
Increased openness to ideas and experiences	51
Increased understanding of responsibilities of marriage and family life	42
Increased ability to handle responsibility	32
Career preparation	20
Development of critical thinking and problem-solving skills	13
Increased knowledge of humanities, social sciences, and natural sciences	9
Meeting people with diverse interests, values, and backgrounds	
Increased openness to ideas and experiences	71
Increased understanding of others' feelings, behavior, and values	67
Increased openness and skill in interpersonal relationships	55
Development and understanding of personal standards and values	44
Self-understanding, knowledge of strengths, weaknesses, and interests	36
Career preparation	36
Increased knowledge of humanities, social sciences, and natural sciences	35
Increased understanding of responsibilities of marriage and family life	27
Development of critical thinking and problem-solving skills	27
Increased ability to handle responsibility	25
Courses and other academic experiences	
Increased knowledge of humanities, social sciences, and natural sciences	84
Development of critical thinking and problem-solving skills	79
Career preparation	74
Increased ability to handle responsibility	34
Self-understanding, knowledge of strengths, weaknesses, and interests	31
Increased openness to ideas and experiences	22
Development and understanding of personal standards and goals	16
Increased openness and skill in interpersonal relationships	13
Increased understanding of others' feelings, behavior, and values	9
Increased understanding of responsibilities of marriage and family life	5

(Continued on next page)

[a] Contributors are listed in order of decreasing overall importance.

[b] The percentage of the sample that indicated that the experience was one of the three most important to the goal.

Table A.2 (Cont'd.) Importance of Various Experiences Contributing to the Fulfillment of Goals During College

CONTRIBUTORS[a] AND GOALS	%[b]
Informal, impromptu discussions	
Career preparation	38
Increased knowledge of humanities, social sciences, and natural sciences	37
Increased openness to ideas and experiences	36
Development of critical thinking and problem-solving skills	36
Increased openness and skill in interpersonal relationships	30
Increased understanding of others' feelings, behavior, and values	28
Increased understanding of responsibilities of marriage and family life	23
Development and understanding of personal standards and values	23
Self-understanding, knowledge of strengths, weaknesses, and interests	23
Increased ability to handle responsibility	14
Intimate relationship(s)	
Increased understanding of responsibilities of marriage and family life	53
Increased understanding of others' feelings, behavior, and values	46
Increased openness and skill in interpersonal relationships	43
Development and understanding of personal standards and values	40
Self-understanding, knowledge of strengths, weaknesses, and interests	40
Increased ability to handle responsibility	26
Increased openness to ideas and experiences	15
Career preparation	5
Development of critical thinking and problem-solving skills	5
Increased knowledge of humanities, social sciences, and natural sciences	0
Personal reading	
Increased knowledge of humanities, social sciences, and natural sciences	67
Development of critical thinking and problem-solving skills	46
Career preparation	44
Increased openness to ideas and experiences	21
Development and understanding of personal standards and values	19
Self-understanding, knowledge of strengths, weaknesses, and interests	15
Increased understanding of responsibilities of marriage and family life	12
Increased understanding of others' feelings, behavior, and values	8
Increased ability to handle responsibility	7
Increased openness and skill in interpersonal relationships	7

(Continued on next page)

Table A.2 (Cont'd.) Importance of Various Experiences Contributing to the Fulfillment of Goals During College

CONTRIBUTORS[a] AND GOALS	%[b]
Atmosphere of the university	
Increased openness to ideas and experiences	36
Increased ability to handle responsibility	25
Development of critical thinking and problem-solving skills	20
Increased knowledge of humanities, social sciences, and natural sciences	19
Development and understanding of personal standards and values	16
Self-understanding, knowledge of strengths, weaknesses, and interests	14
Career preparation	14
Increased understanding of others' feelings, behavior, and values	14
Increased openness and skill in interpersonal relationships	13
Increased understanding of responsibilities of marriage and family life	6
Living away from parents	
Increased ability to handle responsibility	42
Development and understanding of personal standards and values	26
Self-understanding, knowledge of strengths, weaknesses, and interests	24
Increased understanding of responsibilities of marriage and family life	16
Increased openness to ideas and experiences	16
Increased openness and skill in interpersonal relationships	11
Development of critical thinking and problem-solving skills	9
Increased understanding of others' feelings, behavior, and values	7
Career preparation	6
Increased knowledge of humanities, social sciences, and natural sciences	1

[a]Contributors are listed in order of decreasing overall importance.

[b]The percentage of the sample that indicated that the experience was one of the three most important to the goal.

Table A.3 Initial, Current, and Preferred Choice of Majors: Number of Respondents in Each Department and Faculty

MAJOR FIELD	Initial			Current			Preferred		
	Mn	Wn	T	Mn	Wn	T	Mn	Wn	T
Arts and Letters									
American Studies	0	1	1	0	1	1	0	0	0
Architecture and Environmental Design	0	0	0	0	0	0	0	0	0
Art (Art history, Studio Art, Art Education, Fine Art)	1	3	4	4	3	7	5	4	9
Classics	0	0	0	0	0	0	0	0	0
English	3	12	15	5	7	12	3	3	6
French	0	4	4	0	2	2	0	0	0
German	0	1	1	0	0	0	0	0	0
Italian	0	0	0	0	0	0	0	0	0
Music (Music education, History, Performance)	2	2	4	1	2	3	2	1	3
Russian	0	0	0	0	0	0	0	0	0
Spanish	1	2	3	0	2	2	0	1	1
Theater (Drama)	0	1	1	0	0	0	0	0	0
Subtotal	*7*	*26*	*33*	*10*	*17*	*27*	*10*	*9*	*19*
Educational Studies									
Education (Business, Elementary, Physical, Science)	3	14	17	4	11	15	4	11	15
Engineering and Applied Sciences									
Engineering	33	3	36	8	2	20	18	3	21
Health Sciences									
Biochemical Pharmacology	0	1	1	0	0	0	0	0	0
Biochemistry	2	1	3	2	1	3	3	0	3
Health Science Education	0	0	0	0	1	1	0	1	1
Medical Technology	0	4	4	1	5	6	2	5	7
Medicinal Chemistry	0	0	0	0	0	0	0	0	0
Nursing	0	14	14	0	11	11	0	9	9
Occupational Therapy	0	6	6	1	6	7	1	7	8
Pharmaceutics	0	0	0	0	0	0	0	0	0
Pharmacy	1	5	6	2	6	8	2	3	5
Physical Therapy	1	1	2	1	3	4	0	3	3
Subtotal	*4*	*32*	*36*	*7*	*33*	*40*	*8*	*28*	*36*
Natural Science and Mathematics									
Biology	18	8	26	15	6	21	11	5	16
Chemistry	7	3	10	2	0	2	2	1	3
Computer Science	1	0	1	0	0	0	1	0	1
Geological Sciences	0	0	0	0	1	1	0	0	0
Mathematics	8	10	18	3	5	8	3	2	5
Mathematics-Economics	0	0	0	0	0	0	0	0	0
Physics and Astronomy	1	1	2	0	0	0	0	0	0
Statistics	0	0	0	0	2	2	1	1	2
Subtotal	*35*	*22*	*57*	*20*	*14*	*34*	*18*	*9*	*27*

(Continued next page)

Table A.3 (Cont'd.) Initial, Current, and Preferred Choice of Majors: Number of Respondents in Each Department and Faculty

MAJOR FIELD	Initial			Current			Preferred		
	Mn	Wn	T	Mn	Wn	T	Mn	Wn	T
Social Science and Administration									
Anthropology	0	2	2	1	5	6	1	3	4
Black Studies	0	0	0	0	0	0	0	0	0
Economics	1	0	1	2	0	2	2	1	3
Geography	0	1	1	3	0	3	3	0	3
History	9	0	9	5	2	7	3	3	6
Linguistics	0	1	1	0	0	0	0	1	1
Philosophy	0	0	0	2	1	3	0	1	1
Political Science	8	3	11	8	4	12	10	3	13
Psychology	9	6	15	9	11	20	2	5	7
Social Work	1	3	4	0	7	7	0	7	7
Sociology	4	2	6	2	3	5	1	1	2
Speech Communication (Speech Communication, Education, Pathology)	0	4	4	1	9	10	0	4	4
Subtotal	*32*	*22*	*54*	*33*	*42*	*75*	*22*	*29*	*51*
School of Management	14	4	18	23	6	29	23	6	29
Other									
Special	0	1	1	1	0	1	3	3	6
Double	3	3	6	7	2	9	1	5	6
More than one choice, including initial or current choice[1]	-	-	-	5	3	8	6	8	14
Other	0	1	1	2	1	3	0	3	3
Undecided	4	2	6	0	0	0	11	6	17
Subtotal	*7*	*7*	*14*	*15*	*6*	*21*	*21*	*25*	*46*
TOTAL	135	130	265	130	131	261	124	120	244

Note. Faculty totals for the current major choice do not necessarily match those in Tables 1.2 and 5.1. In this table, students with a double major (whether or not they are in the same Faculty) are included in the "Other" category. In Tables 1.2 and 5.1, students with two majors in the same Faculty are included in that Faculty.

[1]This subcategory consists of those students with a current major that included their initial major choice and of those students with a preferred major that included their current major choice.

Table A.4 Initial, Current, and Preferred Career Choices: Number of Respondents in Each Career and Holland Category

HOLLAND CATEGORY AND CAREER	Initial			Current			Preferred		
	Mn	Wn	T	Mn	Wn	T	Mn	Wn	T
Realistic									
Athlete, coach, trainer	0	0	0	0	0	0	0	0	0
Engineer	26	3	29	15	2	17	13	3	16
Farmer, rancher, natural resource conservationist	0	0	0	0	0	0	0	1	1
Geographer	0	1	1	0	0	0	1	0	1
Law enforcement officer	2	0	2	1	0	1	1	0	1
Skilled craftsman	0	0	0	0	0	0	0	0	0
Technician-electronics, laboratory, etc.	0	1	1	0	0	0	0	0	0
Subtotal	*28*	*5*	*33*	*16*	*2*	*18*	*15*	*4*	*19*
Investigative									
Anthropologist, archeologist	0	0	0	0	1	1	1	1	2
Biological scientist	2	2	4	3	2	5	3	4	7
Chemist	1	1	2	0	0	0	0	0	0
Computer programmer	1	1	2	1	1	2	2	1	3
Dentist	2	1	3	2	1	3	1	1	2
Geologist	0	0	0	1	0	1	1	0	1
Inventor	0	0	0	0	0	0	0	0	0
Mathematician	1	2	3	0	2	2	0	2	2
Medical technician, technologist	0	4	4	1	6	7	1	4	5
Military officer	0	0	0	0	0	0	0	0	0
Pharmacist, pharmacologist	1	5	6	3	6	9	2	3	5
Physician (general or specialist)	22	5	27	16	4	20	14	4	18
Physicist, astronomer	1	0	1	0	0	0	1	1	2
Pilot	1	0	1	0	0	0	0	0	0
Researcher	1	3	4	4	1	5	3	0	3
Statistician	0	0	0	1	1	2	1	1	2
Teacher (college or university)	2	6	8	3	4	7	6	3	9
Veterinarian	0	0	0	0	0	0	0	0	0
Subtotal	*35*	*30*	*65*	*35*	*29*	*64*	*36*	*25*	*61*
Artistic									
Actor (stage director, some aspect of theater)	0	1	1	0	0	0	0	0	0
Architect	2	0	2	0	0	0	0	0	0
Artist	1	0	1	1	0	1	3	2	5
Interior decorator, designer, window dresser	0	1	1	0	1	1	0	0	0
Language interpreter, translator, linguist	0	1	1	0	0	0	0	0	0
Musician	1	1	2	0	0	0	2	0	2
Philosopher	0	0	0	1	0	1	0	0	0
Writer	0	3	3	1	2	3	1	1	2
Subtotal	*4*	*7*	*11*	*3*	*3*	*6*	*6*	*3*	*9*

(continued next page)

Table A.4 (cont'd.) Initial, Current, and Preferred Career Choices: Number of Respondents in Each Career and Holland Category

HOLLAND CATEGORY AND CAREER	Initial			Current			Preferred		
	Mn	Wn	T	Mn	Wn	T	Mn	Wn	T
Social									
Administrator (education, health)	0	0	0	0	0	0	0	0	0
Clergy, missionary, theologian	0	0	0	0	0	0	0	0	0
Counselor (guidance, marriage, vocational)	0	1	1	1	5	6	0	4	4
Dietician, home economist	0	0	0	0	0	0	0	0	0
Diplomat, foreign service worker	0	1	1	0	0	0	0	0	0
Ecologist	0	0	0	0	0	0	0	1	1
Health or medical field, not elsewhere listed or not specified	0	0	0	0	1	1	1	0	1
Homemaker	0	0	0	0	0	0	0	0	0
Librarian	0	1	1	1	4	5	0	2	2
Nurse	0	14	14	0	14	14	0	9	9
Physical therapist	2	2	4	1	3	4	0	4	4
Psychologist	4	4	8	1	2	3	2	4	6
Social worker	1	6	7	3	10	13	1	7	8
Sociologist	1	0	1	1	0	1	0	0	0
Speech therapist, pathologist, audiologist	0	5	5	0	5	5	0	0	0
Teacher (non-specific)	3	6	9	2	0	2	4	0	4
Teacher (special education)	0	0	0	0	0	0	0	0	0
Teacher (elementary)	1	10	11	1	9	10	1	8	9
Teacher (secondary)	7	16	23	6	13	19	3	9	12
Subtotal	*19*	*66*	*86*	*17*	*66*	*83*	*12*	*48*	*60*
Enterprising									
Administrator (business, government)	9	0	9	18	2	20	12	2	14
Business-salesperson, buyer	1	0	1	0	1	1	0	0	0
Communications (radio, TV, etc.)	0	1	1	0	1	1	0	0	0
Economist	0	0	0	1	1	2	0	1	1
Government service	0	0	0	0	0	0	1	0	1
Lawyer	10	1	11	14	5	19	11	8	19
Occupational therapist	0	5	5	0	6	6	0	6	6
Personnel manager, industrial relations	1	1	2	0	1	1	0	0	0
Politician	1	0	1	1	0	1	2	0	2
Publisher, editor	0	0	0	0	0	0	0	0	0
Subtotal	*22*	*8*	*30*	*34*	*17*	*51*	*26*	*17*	*43*
Conventional									
Accountant, actuary	7	2	9	8	3	11	7	3	10
Banker, financial analyst	3	0	3	3	0	3	2	1	3
Secretary, officeworker	0	1	1	0	0	0	0	1	1
Subtotal	*10*	*3*	*13*	*11*	*3*	*14*	*9*	*5*	*14*
Other									
Double career	1	2	3	3	2	5	3	5	8
Other	3	0	3	3	0	3	5	1	6
Undecided	10	10	20	10	10	20	15	10	25
Subtotal	*14*	*12*	*26*	*16*	*12*	*28*	*23*	*16*	*39*
TOTAL	132	131	263	132	132	264	127	118	245

Table A.5 Initial and Eventual Employment Settings

SETTING	Initial			Eventual		
	Mn %	Wn %	T %	Mn %	Wn %	T %
Medicine						
Hospital	9	24	16	1	8	4
Clinic	1	3	2	3	9	6
Private Practice	2	0	1	8	3	6
Commercial Laboratory	1	0	<1	0	0	0
Other	2	3	2	2	2	2
Two or more	1	2	1	2	3	3
Subtotal[a]	*15*	*31*	*23*	*15*	*25*	*20*
Education						
Pre-school	0	1	<1	1	2	1
Elementary	2	7	4	1	5	3
Junior High	1	2	2	1	0	<1
Senior High	4	10	7	2	8	5
Two-year colleges	2	0	1	2	2	2
Four-year colleges	1	1	1	2	1	1
University	7	3	5	10	5	8
Adult/Continuing education	0	1	<1	0	0	0
Two or more	0	3	2	0	2	1
Subtotal[a]	*15*	*27*	*21*	*17*	*23*	*20*
Business (organization which sells goods and/or services)	16	15	16	13	12	12
Industry (organization which produces goods and/or services)	21	5	13	12	4	8
Government Agency						
Transportation	1	0	<1	2	0	1
Law Enforcement	2	0	1	1	0	<1
Parks	1	0	<1	1	0	<1
Welfare	3	4	3	2	2	2
Health	0	1	<1	0	2	1
Other	7	2	5	3	3	3
Two or more	1	0	<1	0	0	0
Subtotal[a]	*15*	*7*	*10*	*7*	*7*	*6*

(Continued next page)

Table A.5 (Cont'd.) Initial and Eventual Employment Settings

SETTING	Initial			Eventual		
	Mn %	Wn %	T %	Mn %	Wn %	T %
Law						
Private Practice	2	2	2	4	2	3
Judicial System:						
Town	0	0	0	0	0	0
City	2	0	1	0	0	0
County	0	0	0	0	0	0
State	2	0	1	0	0	0
Federal	1	0	<1	0	0	0
Two or more	1	2	2	0	0	0
Subtotal[a]	*7*	*5*	*6*	*4*	*2*	*3*
Fine and Performing Arts						
Free lance	1	1	1	2	2	2
Associated with:						
Gallery	0	0	0	1	1	1
Theater	0	0	0	0	0	0
Music Hall	0	0	0	0	0	0
Other	0	1	<1	0	2	1
Subtotal[a]	*1*	*1*	*1*	*3*	*5*	*4*
Government (politics)						
Town	1	0	<1	0	0	0
City	0	0	0	0	0	0
County	0	0	0	0	0	0
State	0	0	0	1	0	<1
Federal	1	0	<1	2	0	1
Subtotal[a]	*2*	*0*	*1*	*2*	*0*	*1*
Agriculture	1	0	<1	2	0	1
Domestic Services	0	1	<1	0	1	1
Military Service	1	0	<1	0	0	0
Undecided	6	5	6	5	5	5
TOTAL[a]	96	98	97	80	83	82

[a]Some percentages do not add up to the *Subtotal* or Total due to rounding error.

Table A.6 Importance Functions Should Have at SUNY/B

FUNCTIONS	Men		Women		Total	
	M	SD	M	SD	M	SD
Promote excellence in teaching					4.58	.65
Encourage openness to ideas and experiences					4.52	.61
†Provide career preparation	4.33	.77	4.57	.62	4.45	.71
†Encourage the development of critical thinking and problem-solving skills	4.28	.67	4.53	.62	4.41	.66
Seek new knowledge in the humanities, social sciences, and natural sciences					4.31	.69
†Encourage increased understanding of others' feelings, behavior, and values	4.11	.80	4.37	.68	4.24	.76
†Foster awareness of humanities, social sciences, and natural sciences	4.13	.73	4.31	.66	4.22	.70
Foster individual responsibility					4.22	.81
†Provide continuing educational services for the surrounding community	4.11	.80	4.30	.71	4.20	.76
†Promote knowledge and interest in worldwide issues	4.08	.79	4.28	.74	4.18	.77
†Foster self-understanding, knowledge of strengths, weaknesses, and interests	4.03	.85	4.25	.78	4.14	.82
Encourage increased openness and skill in interpersonal relationships					4.13	.79
Promote research activities					4.11	.81
Lead in initiating changes in society					4.09	.91
Examine society's current values, attitudes, and modes of living					4.09	.82
Promote cooperation with and understanding of the surrounding community					4.01	.84
Provide intellectual and aesthetic stimulation for the surrounding community					3.98	.81
Encourage development of personal standards or values					3.92	.92
Prepare students for graduate or professional school	3.66	.90	3.98	.81	3.82	.87
Provide heterogeneity within the university population with respect to socioeconomic status, sex, race, age, beliefs					3.81	1.14
Prepare students to be leaders					3.77	.84
Foster awareness of responsibilities of interpersonal relationships, marriage, and family					3.36	.99
Serve as a sanctuary from the rest of society					2.03	1.15

Note. Response scale: 1 = no importance; 2 = low importance; 3 = medium importance; 4 = high importance; 5 = extremely high importance. Statistical differences between mean responses of men and women were analyzed by *t* tests.

†Men and women differed significantly.

Table A.7 - Importance Functions Actually Have at SUNY/B

FUNCTIONS	Total M	Total SD
Promote research activities	3.94	.99
Seek new knowledge in the humanities, social sciences, and natural sciences	3.80	.86
Foster awareness of humanities, social sciences, and natural sciences	3.78	.81
†Prepare students for graduate or professional school[a]	3.61	.88
Encourage the development of critical thinking and problem-solving skills	3.56	.92
Encourage openness to ideas and experiences	3.55	.88
Provide continuing educational services for the surrounding community	3.47	.92
Examine society's current values, attitudes, and modes of living	3.44	.90
Promote knowledge and interest in worldwide issues	3.40	.92
Provide heterogeneity within the university population with respect to socio-economic status, sex, race, age, beliefs	3.32	1.00
Provide career preparation	3.25	1.02
Foster individual responsibility	3.23	.96
Encourage increased understanding of others' feelings, behavior, and values	3.09	.88
Foster self-understanding, knowledge of strengths, weaknesses, and interests	3.02	.90
†Encourage increased openness and skill in interpersonal relationships[b]	2.99	.91
Encourage development of personal standards and values	2.98	.92
Promote excellence in teaching	2.96	.97
Provide intellectual and aesthetic stimulation for the surrounding community	2.94	.91
Lead in initiating changes in society	2.93	.99
Promote cooperation with and understanding of the surrounding community	2.92	.88
Prepare students to be leaders	2.91	.94
Serve as a sanctuary from the rest of society	2.71	1.16
Foster awareness of responsibilities of interpersonal relationships, marriage, and family	2.49	.83

Note. Response scale: 1 = no importance; 2 = low importance; 3 = medium importance; 4 = high importance; 5 = extremely high importance. Statistical differences between mean responses of men and women were analyzed by *t* tests.

†Men and women differed significantly.

[a]Men: M = 3.72, SD = .77; Women: M = 3.50, SD = .97.

[b]Men: M = 2.86, SD = .92; Women: M = 3.12, SD = .87.